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IDENTIFIERS	*Northern Ireland

ABSTRACT

Compiled as a source of information on educational research in Northern Ireland, the directory lists over 550 published and unpublished research projects completed from 1972-75. Research Subjects include achievement, civil disturbance, concept formation, curriculum development, developmental psychology, innovation, educational philosophy, and teacher education. The directory is presented in five parts. The unpublished dissertations are listed in parts one through four according to whether they were completed at the New University of Ulster, Queen's University Belfast, the Belfast Colleges of Education, or in Glasgow or Manchester University departments of education. Within these categories, the dissertations are presented alphabetically according to the department or college of origin and the degree or diploma awarded to the author. Abstracts are provided for all post-graduate theses and for most undergraduate and diploma dissertations. In the absence of an abstract, the title of the work is listed. Part five presents the titles and abstracts of published works, which are listed alphabetically by author. A subject and author index is provided in the appendix. (Author/DB)

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PUBLICATIONS OF

THE NORTHERN IRELAND COUNCIL

FOR EDUCATIONAL RESEARCH

13

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Register of Research in Education - Northern Ireland

Volume 3

1972-1975

SO009891

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FOR
EDUCATIONAL RESEARCH

FOREWORD

The third volume of the *Register of Research in Education - Northern Ireland* includes over 550 titles of published and unpublished research projects completed between 1972 and 1975. Unpublished dissertations are included in this volume if they are typed, bound and available for consultation. Published papers and reports are included if they refer to research carried out in Northern Ireland or are written by authors resident in the Province.

The unpublished dissertations are arranged according to whether they were completed at the New University of Ulster, Queen's University Belfast, the Belfast Colleges of Education or, in two instances, in cross-channel universities. Within these categories the dissertations are presented alphabetically according to the department or college of origin and the degree or diploma awarded to the author.

Abstracts are provided for all post-graduate theses and for those undergraduate and diploma dissertations for which the authors have been required to present an abstract. In the absence of this information the titles of the works are listed.

The titles and abstracts of published works are listed alphabetically by author in Part Five of the Register. A subject and author index is provided for reference.

The compilation of a Register of Research is a co-operative effort and would not be possible without the assistance of the authors of research work and the staffs of university departments and college and university libraries. I would also like to acknowledge the assistance of my colleagues John Wilson and Brendan Spelman for their valuable comments and advice on the first draft of the manuscript.

Karen Trew

NICER Research Unit
Queen's University

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PART ONE

NEW UNIVERSITY OF ULSTER

THE NEW UNIVERSITY OF ULSTER - EDUCATION CENTRE

Summaries of thesis presented in fulfilment of the requirements for the degree of Doctor of Philosophy.

1. *THE EFFECTS OF TRAINING UPON PERFORMANCE OF STUDENTS IN TEACHING SITUATIONS*

BROWN, G. (1973)

A series of small scale experiments were carried out in the microteaching laboratories, to examine the effects of different types of training upon performance in microteaching and to relate these to performance in school situations. Microteaching was found to change teaching performances. Feedback from interaction analysis produced significant changes. Interaction analysis training did not.

2. *EDUCATIONAL SUBNORMALITY ETIOLOGY AND STIMULATION LEVEL*

DOWNEY, E.M. (1973)

The study involved 257 experimental and 134 control pupils in 21 groups randomly selected from all schools in one region having 11-15 year old educationally subnormal pupils. A teacher questionnaire, the Bender Motor Gestalt Test and Peabody Picture Vocabulary Test were used as diagnostic measures. Each subject was also pre-tested on the Monyhull Social Sight Vocabulary Test and was post-tested on the two vocabulary tests six months later.

A learning situation was devised whereby control groups were presented with the stimuli material (100 words randomly selected from the Monyhull Social Sight Vocabulary Test) in the normal course of the school day. The experimental group were also presented with the task in the classroom but under controlled conditions. They received 40 20-minute sessions in which stimulation level was experimentally investigated.

When attention was artificially controlled significant differences in learning, generalisation and positive transfer were found with optimal stimulation levels for learning being related to etiology.

THE NEW UNIVERSITY OF ULSTER - EDUCATION CENTRE

Summary of thesis presented in fulfilment of the requirements for the degree of Master of Philosophy.

3. *THE DEVELOPMENT IN CHILDREN OF TRANSITIVE AND CLASSIFICATORY JUDGEMENTS.*

MARGRAIN, S.A. (1973)

Classification and seriation are two important operations involved in logical thinking. Piaget attempted to analyse the relationship between the structures underlying these operations. His conclusion that 'the most striking instance of parallelism in development is that between classification as a whole and seriation as a whole' was based on inadequate, dissimilar and separate experiments. The investigation aimed to examine aspects of parallel growth by controlled experiment, comparing the development of transitivity (essential for seriation) and class inclusion (central to classification). The same task, using simple forms and colours, was used for both structures. The main variables were: presentation methods, display preferences, question language and short term memory. A hundred and eighty, four to nine-year-old children, in five age groups, were the subjects for the experiment.

Parallel features of growth found included: a)similar steps in development, one between five and six and the other between seven and eight years; b) similar scores in both structures from equated visual and verbal presentation methods; and c) a similar relationship between memory span and each structure.

There were significant individual differences for both structures which were larger for inclusion. The differences between structures included a steeper age trend for inclusion, resulting from lower early inclusion scores, and the unimportance of question language for inclusion compared to its importance for transitivity.

THE NEW UNIVERSITY OF ULSTER - EDUCATION CENTRE

Summaries of theses presented in partial fulfilment of the requirements for the degree of Master of Arts.

4. *A STUDY OF DUBLIN PRIMARY SCHOOL TEACHERS' ATTITUDES TO EDUCATIONAL CHANGE AND INNOVATION.*

BURNS, F.J. (1973)

The purpose of the study was to relate Dublin primary school teachers' attitudes to educational change and innovation to various situational, personal and biographical variables. The sample included 55 teachers in a random sample of schools. The criterion variable, (predisposition to accept change) was measured by the *Innovation Adoption Index* (I.A.I.). Another instrument, *The Innovation Adoption Subscales* (I.A.S.) sought to examine to what extent teachers would engage in innovative activity under various circumstances and conditions. Information on biographical details was also procured.

The main conclusion from the study suggests that the characteristics of the innovation are an important factor in innovation adoption, and that the teacher's 'venturesomeness' plays a relatively minor role.

5. *ATTENTION IN THE MENTALLY RETARDED*

DALLET, J. (1974)

The author presents a discussion of the various theoretical concepts associated with attentional processes and also of attention from a neurological viewpoint. An experimental study was carried out with a group of 20 mentally retarded and 20 normal subjects of the same mental age. An analysis was made of each subject's ability to attend to auditory stimuli, presented at various intervals within a ten minute period.

6. *ASPECTS OF THE TEACHING PERFORMANCES OF CONSECUTIVE AND CONCURRENT STUDENTS.*

DICKSON, D.A. (1974)

This study was an initial investigation into the performances of students differing in type of training received, sex, and type of subject taught, on the teaching skill of reinforcement during their period of school teaching practice. Also, the relationships between aspects of reinforcement and variables relating to pupil behaviour were considered.

A Reinforcement Analysis System was constructed which included variables found - on the basis of a review of the literature - to be important parameters of reinforcement. This observation instrument incorporated both a category and a rating system, and was used by the investigator to analyse randomly selected lessons for each of the subjects. Secondly, a rating schedule already in use at the New University of Ulster was modified and was completed, for each subject, both by a supervisor and by a teacher.

The data thus collected, when submitted to analysis of variance, was found to tentatively support the hypothesis that female students would perform better than male students, but failed to show hypothesised differences between concurrent and consecutively trained students or arts and science students.

The results of an intercorrelation of the variables measured by the R.S.A. and the rating schedule suggest that the skill, and the extent to which aspects of positive reinforcement were used by a student, were positively related to the success with which control was exercised in the classroom.

7. *SOME PERSPECTIVES ON PERSONALITY GROWTH WITH SPECIAL REFERENCE TO INSTITUTIONALISED EDUCATION.*

DOUGHERTY, W.T. (1973)

Various theories of personality are examined in an attempt to throw light on the effect of institutionalised education upon the self-concept and also the type of self which must be fostered to meet the demands imposed by change and uncertainty, which are foreseen as important aspects of future existence. The need for a change in attitude in institutionalised education in the direction of increased insight into the dynamics of relationships and growth is emphasised.

8. *A STUDY OF EXAMINATION MARKS OBTAINED BY THIRD YEAR PUPILS IN SELECTED SECONDARY SCHOOLS IN NORTHERN IRELAND.*

FRENCH, P.G. (1973)

A pilot study showed that as teachers mark on different scales 46 per cent of the pupils involved in the pilot study were in the wrong class position when their average percentages were compared to the average of standardised scores. Because of the large percentage of pupils in the wrong position the study directed itself to third year examination marks - a time when pupils are being guided into specialised curricular areas.

Third year end of term marks were collected for 905 pupils in 33 classes in 10 schools (6 secondary, 3 grammar, 1 comprehensive). The raw scores of pupils were transformed to T-scores and the difference between final class position on raw score and T-score calculated. A computer programme was devised to allow a school to compute some or all of exam marks in a standardised form. Sixty-six per cent of the pupils were in the wrong position. Comparatively more pupils in the secondary schools were out of position than in the grammar or comprehensive schools.

The experimenter returned to one school with the analysed marks and examined whether the school would have made a different decision on the pupils' subsequent courses (e.g. GCE, CSE or RoSLA). He found that for nine per cent of the 86 pupils a different decision would have been made on their 4th year courses had the analyses of marks provided by the SCHOLAT programme been available.

9. *SOME EFFECTS OF CHANGE IN SCHOOL ORGANISATION UPON THE ATTITUDES OF PUPILS AND TEACHERS.*

GALLAGHER, P. (1972)

The aim of this study was to determine the effectiveness of an experimental method of grouping pupils as compared to the traditional method of streaming. The experimental method involved dividing pupils in a year group into three different grades of ability and then assigning a fixed proportion of each grade to each class. All 292 first and second year pupils in a suburban secondary school were grouped in this manner. The third and fourth year pupils at the school were streamed by ability in the traditional way. The criteria used for comparing the effectiveness of the two methods were pupils' attitudes and pupils' friendship choice patterns. The attitudes of administrative and teaching staff were also investigated to see if any factors existed which might impede the successful implementation of the innovation.

It was found that the experimental method appeared to result in more friendship choices between pupils of different levels of ability than had been the case with pupils streamed under the traditional method. However, the experimental method appeared ineffective in solving an urban-rural social conflict situation which existed among pupils. There was no difference between the two methods in respect of attitudes held by pupils, but the low correlations between administrative and teaching staff on suggested aims of innovation, and possible difficulties involved, suggested that further research was warranted into whether the innovation was being properly implemented.

10. *SOME RESPONSES OF STUDENTS AT THE NEW UNIVERSITY OF ULSTER TO MICROTEACHING.*

GIBBS, I. (1973)

The study grew out of the general concern to improve the teacher training programme. One suggested line of enquiry was to examine attitudes of the students to microteaching, since in many respects they were best placed to judge its effectiveness and to point to its strengths and weaknesses. Students were assigned to one of three groups. Group one consisted of 81 first year students who had micro-taught three lessons without supervision. Group two were 26 second and third year students who had micro-teaching practice with supervision. Group three consisted of 29 third and fourth year plus post-graduate students who had micro-teaching practice with supervision and block-teaching practice experience. All students completed a questionnaire consisting of five sections covering various aspects of the micro-teaching programme.

The majority of students were favourably disposed towards micro-teaching. Group two in particular exhibited a very positive overall response. But certain weaknesses were highlighted, especially the inadequate establishment of the relations between the skills and the psychological theory.

11. *SCHOOL LANGUAGE LABORATORIES IN NORTHERN IRELAND.*

PRITCHARD, R.M.O. (1974)

The two major aims of this study were to collect data about the practical and technical aspects of the laboratory and to survey attitudes of pupils and teachers involved in laboratory work. A secondary aim was to carry out an interaction analysis of a laboratory lesson.

The survey was carried out by means of questionnaires sent to Heads of Department and assistant teachers in the twenty-seven schools in the region which possessed language laboratories. Teachers in twenty-one schools replied. Pupil attitudes were also tested by means of questionnaires, which were adminsitered in the classroom by the author.

The installations in Northern Ireland are all of the most expensive and versatile type - "audio-active-comparative". Eighty-five per cent of the Heads of Department were satisfied that their laboratory facilities were adequate for the needs of the school, but there was dissatisfaction with the level of technical efficiency at which the equipment functions. A need was felt for skilled technicians to attend to repairs promptly. The main source of software used was tape-recorded material purchased in conjunction with a course used in class. The typical pattern of use of the laboratory was once a week for a period of 30-40 minutes.

Fifty per cent of the teachers rated the laboratory "very useful". Fifty per cent believed it to be more helpful for very bright students than for others. However, no significant difference was found between high and low stream pupils in their estimations of the usefulness of the laboratory. Complaints were voiced by pupils that the laboratory induced a sense of social isolation, and that insufficient time was allowed for pupils to record responses on the tape. Girls rated the laboratory as more helpful than did boys, and boys expressed greater liking for it than did girls.

THE NEW UNIVERSITY OF ULSTER - SCHOOL OF HUMANITIES

Summary of thesis presented in fulfilment of the requirements for the degree of Master of Arts.

12. *ASPECTS OF THE STRUCTURE OF NARRATIVE SPEECH IN CHILDREN AGED FIVE, SEVEN, NINE AND ELEVEN YEARS.*

McCLEMENTS, R.J. (1975)

This study was based on an examination of certain structures in the narratives of thirty-two children. Two groups, of four pupils were selected at four age levels: 5, 7, 9 and 11 years. Since the narratives were told in a group, the influence of the group context and of the school's teaching of some linguistic skills which were also thought to have influenced the narratives were studied. The structures investigated were those which involve the conjoining and embedding of sentences and the narrative frame helped to provide a frame for the use of these operations. Use of conjunction was also studied. The embedded structures which were investigated included the relative clause and the three types of noun phrase complementation, namely the clause, infinitive and gerundive complementizers. It was found later that the appearance of these structures in the narratives was linked to age and that a rank order of acquisition was apparent. There was an increase in use of these structures according to age level, except for a decrease at age 9, and a less spectacular decrease in one 11 year-old group. This was attributed to a possible lack of interest in the task and it was felt that interest in a linguistic task may affect the number, range and complexity of syntactic structures evident in performance, though the structures may be part of the child's competence.

NEW UNIVERSITY OF ULSTER - EDUCATION CENTRE

A list of dissertations presented in partial fulfilment of the requirements for the Diploma in Advanced Studies in Education, including the 1972 Diploma in Guidance and Counselling in Education.

13. Angus, E.M. (1972)

A survey of careers guidance in girls' grammar schools in Belfast.

14. Archer, J.F. (1975)

Factors which may influence pupils' attitudes to science.

15. Beattie, D.R. (1975)

An evaluation of inventories as identifiers of students in need of counselling in a college of further education.

16. Beggs, D.A. (1974)

A study of factors associated with teachers' predisposition to adopt innovations: Case study in a primary school.

17. Beresford, J. (1974)

A study of factors associated with teachers' predisposition to adopt innovations: A case study in a small rural secondary school.

18. Bigger, J.E. (1975)

Some factors governing early subject choice and its implications for choice of career.

19. Brophy, M. (1975)

Teachers' attitudes to parental involvement.

20. Burgess, B. (1975)

A study of the integration of music and drama in the first year secondary school curriculum.

21. Burns, B. (1974)

A study of factors associated with teachers' predisposition to adopt innovations: A case study in a small rural secondary school.

22. Byrne, C.K. (1975)

Education in Inishowen in the 18th and 19th centuries, with special reference to pupil-teacher relationships.

23. Calderwood, J.R.W. (1975)

Criteria for designing an integrated curriculum for secondary school pupils in the lower part of the ability range.

24. Carr, E.J. (1975)

A study of the attitudes of teachers in secondary intermediate schools in Northern Ireland towards counselling in schools.

25. Carruthers, W.J. (1975)

Drama in the curriculum of secondary schools in the North Eastern Education and Library Board area.

26. Casement, T.A. (1975)

The effects of an experimental sixth form syllabus on the academic performance of a group of under-achievers at G.C.E. 'O' level.

27. Cave, E.D. (1974)

A study of factors associated with teachers' predisposition to adopt innovations: A case study in an urban secondary school.

28. Clarke, M.T. (1975)

A vocational study of 'sixteen plus' pupils in Belfast.

29. Connolly, J. (1975)

Attitudes of girls to mathematics in selected schools in Northern Ireland.

30. Cowan, J. (1975)

The effects, on pupils and staff in a Belfast secondary school, of introducing a school counselling service.

31. Dallat, C.A. (1974)

A study of selected factors associated with teachers' predisposition to adopt innovations: A case study in a secondary school.

32. Daly, J. (1974)

A study of factors associated with teachers' predisposition to adopt innovations: A case study of a village primary school.

33. Davidson, F.B. (1972)

After-care provision for the school leaver.

34. Davidson, J.C. (1975)

Provision for careers guidance in different types of post-primary school.

35. Donnelly, D. (1975)

A comparative study of the attitudes of teachers and pupils towards a curriculum for the young school leaver in a secondary school.

36. Donnelly, J. (1975)

A comparison between pastoral and educational counselling, with special reference to the implications for the post-primary school counsellor.

37. Eaton, M.J. (1972)

Persistent absentees and school satisfactions.

38. Farr, S. (1972)

Factors influencing the choice of career of fourth and fifth form boys in a grammar school.

39. Fisher, H.M. (1975)

The aims of primary teachers in the North Eastern Area Board.

40. Flanagan, J.B. (1972)

The attitudes towards rewards and punishments amongst a group of secondary school teachers.

41. Forjaz, T.P. (1975)

A study of factors associated with the attitudes of nurses towards innovation in nursing education.

42. Gallagher, G.A. (1974)

A study of factors associated with teachers' predisposition to adopt innovation: Case study in a primary school.

43. Gillan, E.J. (1975)

Are the needs of teachers for curriculum development at the local level being adequately met by Teachers' Centres as constituted at present?

44. Girvan, W.D. (1975)

Factors influencing choice of advanced level subjects in some grammar schools in North Antrim and North Londonderry.

45. Glass, A. (1974)

A study of factors associated with teachers' predisposition to adopt innovations.

46. Gordon, D. (1975)

Individualising mathematics education.

47. Hannan, E.V. (1974)

A study of factors associated with teachers' predisposition to adopt innovations.

48. Hassan, D.J. (1975)

ROSLA provision and the development of Teachers' Centres in Co. Antrim - a case study in educational innovation.

49. Hemphill, J. (1975)

The educational value of the dramatic approach to learning with first year pupils in a boys' secondary school.

50. Henry, D. (1975)

Some responses of the students at New University of Ulster, Coleraine, Stranmillis College, Belfast, and Ulster Polytechnic, Jordanstown to the "Role of the Supervisor in Micro-Teaching".

51. Hewitt, H.A. (1975)

Exploratory evaluation of the effects of a fourth year syllabus on the attitudes to school of non-academic pupils and their parents.

52. Hill, G. (1974)

A study of factors associated with teachers' predisposition to adopt innovation: A case study in a secondary school.

53. Holmes, I.T. (1975)

The effects of different types of primary school experience upon children's performance in and attitude towards grammar school education.

54. Hunt, E.F. (1972)

External determinants and influences on occupational choice among secondary school pupils in a rural area.

55. Hutchinson, W. (1975)

A study of school bureaucratization and job satisfaction.

56. Jackson, J. (1975)

A case study of communication and control in a classroom.

57. Jagoe, D.V. (1974)

A study of factors associated with teachers' predisposition to adopt innovations: A case study in a comprehensive school.

58. Jeffers, T.J. (1974)

A study of factors associated with teachers' predisposition to adopt innovations: A case study in an urban primary school.

59. Kelly, H.V. (1974)

Teachers' attitudes towards a development of closer home/school relationships in a deprived area in an urban setting and factors affecting such attitudes.

60. Kelly, J.T. (1972)

Personal problems of the statutory school leaver (male) in a rural community.

61. Keegan, G.M.M. (1972)

Parental influence on vocational choice in a high unemployment area.

62. Lapsley, J.C. (1975)

A study of university students' attitudes to physical education.

63. Laverty, M.S. (1974)

A study of factors associated with teachers' predisposition to adopt innovations: A case study in a girls' medium sized secondary school in a rural area.

64. Leitch, J.M. (1975)

Problems arising in the transition from primary to secondary education with a special consideration of practice in the Ballycastle area.

65. Livingstone, P.L. (1972)

Counselling in the grammar schools in the west of Northern Ireland.

66. Logan, H. O'H. (1975)

Dramatic play as an approach to expressing ideas in social studies in the primary school.

67. Lysaght, B. (1972)

Factors influencing pupils' decisions on continuing education beyond 'O' level in a girls' grammar school.

68. Magill, H.V. (1972)

Examination aspirations and adjustment to school leaving.

69. Marshall, E.S. (1975)

Developments in the British writing of plays for children since 1900.

70. McAlister, R.M. (1974)

A study of factors associated with teachers' predisposition to adopt innovation: A case study in a primary school.

71. McAlpin, W.S. (1972)

Factors affecting 'A' level performance.

72. McCafferty, N. (1972)

Elicited interests of the young school leaver as a basis for final year syllabus.

73. McCann, J. (1975)

Microteaching in a pre-service education course. A study of the attitudes of post-graduate students.

74. McClean, W.R. (1975)

Creativity in secondary school mathematics. An investigation into the relationships between IQ scores, general creativity and mathematical creativity.

75. McCourt, R.L. (1972)

Some factors influencing the vocational choices of secondary schoolboys in a high unemployment rural area and their relationship to theories of vocational development.

76. McCullough, H. (1975)

Pupils' and examiners' estimates of the relative weighting of marks within questions in 'O' level Physics.

77. McEleavy, E. (1975)

A study of attitudes to mathematics of selected secondary school boys in Northern Ireland.

78. McGarvey, J.E.B. (1975)

The development of a descriptive-analytical instrument for studying micro-teaching review conferences.

79. McGrattan, P. (1975)

Comparative attitudes and attainment in school mathematics.

80. McGuire, R.A. (1975)

A study of educational provision in the Fountain and adjoining areas of the city of Londonderry 1900-1968, with special reference to local provision for educational and social advancement.

81. McIlrath, J.K. (1975)

Environmental education - a contribution to the growth and development of grammar school pupils.

82. McKinney, A. (1974)

A study of selected factors of teachers' predisposition to adopt innovation: A case study of an urban primary school.

83. McMahon, N. (1975)

Some aspects of drama with disadvantaged children in primary one and primary two.

84. McMurray, S. (1975)

A study of the influence of social background on performance, attitudes and career preference of secondary school pupils.

85. Mitchell, E.D. (1972)

An investigation of the effects of streaming on the attitudes of pupils in secondary school.

86. Moore, T.G. (1975)

Education for leisure: present provision in three schools.

87. Mullan, P.A. (1974)

A study of factors associated with teachers' predisposition to adopt innovations.

88. Murphy, J.F. (1975)

Some factors affecting school pupils' attitudes to science.

89. Murphy, J.P. (1975)

A case study of the relationship between teachers' perception of organisational climate and their attitude towards innovation.

90. Nicholl, A. (1975)

Teachers' perception of G.C.E. 'O' level biology papers.

91. O'Brien, C. (1974)

A study of factors associated with teachers' predisposition to adopt innovations: A case study of a city grammar school.

92. O'Brien, S. (1974)

A study of factors associated with teachers' predisposition to adopt innovations.

93. O'Loan, K.P. (1974)

A study of factors associated with teachers' predisposition to adopt innovations: A case study in a large primary school.

94. Page, M.E. (1975)

Staff development and school organisation - a case study.

95. Parker, H.J. (1974)

A study of factors associated with teachers' predisposition to adopt innovations: A case study in an urban secondary school.

96. Quinn, J.G. (1972)

Investigation into the use of repertory grid techniques in vocational guidance.

97. Rainey, B.A. (1975)

The vocational progress of former pupils of a boys' secondary school in an area of high unemployment.

98. Rafferty, M. (1975)

Teachers' perceptions of the role of the principal, their professional orientation, and selected personal variables: a case study.

99. Reynolds, A. (1972)

Some suggested principles and practices for careers' guidance in Northern Ireland.

100. Ridge, W. (1975)

Initial planning and early stages of development of a social studies syllabus for pupils within the secondary age range in Northern Ireland.

101. Rodgers, M.J. (1975)

Vocational objectives in technical education.

102. Ross, G.R.P. (1974)

A study of factors associated with teachers' predisposition to adopt innovations: A case study in a medium sized urban secondary school.

103. Semple, G.N. (1975)

Some aspects of academic motivation in a girls' grammar school.

104. Semple, W.T. (1975)

The influence of the POSSUM and TRIPOS courses on the teaching of the 'Physics of Solids' option.

105. Stewart, E.M. (1972)

Factors influencing the choice of and satisfaction in employment of female school-leavers.

106. Stewart, J.S. (1975)

Factors correlating with achievement on 'O' level Physics.

107. Stewart, M. (1975)

Teachers' concepts of drama in Education in the curriculum of the primary schools in the North Eastern Education and Library Board area.

108. Taylor, M.M.F. (1975)

Factors influencing the performance of full-time mature students in a college of further education.

109. Thompson, J.K. (1974)

A study of factors associated with teachers' predisposition to adopt innovations: A case study in a co-educational secondary school.

110. Todd, D.W. (1972)

Factors influencing choice of university for West Ulster grammar school pupils.

111. Treacy, J.J. (1974)

A study of factors associated with teachers' predisposition to adopt innovations: A study of teachers' innovativeness and their predispositions to adopt newer learning media: A case study in a secondary school.

112. Tweedie, R. (1972)

Transition from school to work in Northern Ireland - the role of the technical colleges.

113. Wakefield, F. (1974)

A study of factors associated with teachers' predisposition to adopt innovations: A case study in a technical college.

114. Wilson, E.H. (1975)

Characteristics of training school boys.

115. Wilson, J.P.J. (1975)

The sociometric determinants of vocational choice in a closely-knit rural area.

116. Yorke, R.D.A. (1972)

Level of aspiration among working-class girls aged 14-16 in secondary (intermediate) schools.

117. Young, G. (1972)

Some attitudes of grammar school girls to choosing a career.

NEW UNIVERSITY OF ULSTER - INSTITUTE OF CONTINUING EDUCATION

A list of dissertations presented in partial fulfilment of the requirements for the Diploma in Advanced Studies in Education.

118. Armstrong, E. (1975)

The implications of three aesthetic theories in the teaching of art in the secondary school.

119. Barr, N. (1975)

Youth and community services in a deprived area.

120. Bonner, J.J. (1975)

The implications of three models of teaching for moral education.

121. Brewster, J.V. (1975)

Educational provision for selected categories of exceptional children in the North Eastern Area Board of Northern Ireland.

122. Brothers, C. (1975)

A study of visual perception training with exceptional primary school children.

123. Brown, J. (1975)

A philosophical examination of the concept of indoctrination in relation to teaching.

124. Bryans, C. (1975)

A critical examination of some of the problems of moral education.

125. Crawford, T. (1975)

Autonomy as an educational aim.

126. Cullen, M.E. (1975)

The adolescent illiterate: A remedial reading programme.

127. Glen, A. (1975)

Further education and training of the educationally subnormal adolescent in the Western Area Board of Northern Ireland.

128. Manning, P.C. (1975)

Social adjustment and linguistic abilities of moderately subnormal children: the effect of integration with normal children in a classroom situation.

129. MacAtamney, G. (1975)

A philosophical enquiry into the nature of the freedom of the school within a democracy.

130. McCallion, K. (1975)

An investigation of the role of environment, teacher expectation and pupil personality in academic achievement.

131. McCrystal, B. (1975)

The role of language in reading: A comparison of normal, slow learning and partially hearing children.

132. McCullagh, J.J. (1975)

Introducing the mentally retarded to the Eucharist.

133. McCully, T. (1975)

A study of teacher cognitive style and pupil cognitive style: the effect on achievement in slow learning secondary school boys.

134. McElhinney, R. (1975)

An investigation of teacher attitudes towards the slow learner.

135. McGurk, J. (1975)

Educational opportunities in two teacher primary schools in the North Eastern Area Board of Northern Ireland.

136. McKelvey, R. (1975)

Moderate emotional disturbance: a comparison of intellectually mildly subnormal and moderately subnormal children.

137. McKeown, M. (1975)

Educational organisation as a manifestation of a value system - a comparative study of contrasting organisation.

138. Mellon, J. (1975)

Issues within the teaching of reading: visual imagery and the use of phonics.

139. Mullen, M. (1975)

Some considerations on the relationship of philosophy of education to the training of teachers.

140. Nangle, J. (1975)

Reading disability in the primary school: an investigation of the effect of the infant school.

141. O'Neill, L. (1975)

Relationships of motivation to achievement in slow-learning adolescents.

142. Orr, D. (1975)

An investigation into the recruitment of educational psychologists in Northern Ireland.

143. Quigley, W. (1975)

School factors influencing reading achievement.

144. Quinn, A. (1975)

The relationship of home environment to school achievement.

145. Slevin, J. (1975)

The relationship between the use of language and reading readiness.

146. Taylor, M. (1975)

Aspects of reading failure: self-concept and school achievement in other academic and social areas.

147. Tracy, M.E. (1975)

An investigation of the effects of a planned music programme on the aural perception of first year secondary school pupils of varying ability.

148. Wylie, K. (1975)

A philosophical evaluation of the implications of the slogan "Teaching for Relevance".

NEW UNIVERSITY OF ULSTER - SCHOOL OF SOCIAL SCIENCES

A selected list of dissertations submitted in part fulfilment of the requirements for the degree of Bachelor of Social Science, the Diploma in Social Administration, and the Diploma in Applied Studies.

149. Ashenhurst, H. (1972)

An examination of the effects of the family upon delinquency in juveniles.

150. Browne, M. (1972)

Some aspects of social inequality and primary school education.

151. Coles, R. (1972)

An examination of the changing concepts of mental deficiency and the consequent development of residential and community facilities in the United Kingdom.

152. Collier, M. (1972)

Unemployment among school-leavers.

153. Doherty, J. (1974)

An evaluation of play facilities for young people in Northern Ireland.

154. Ellender, N. (1975)

The provision for educationally subnormal in the education services. A study of one greater London Borough viewed in the context of National policy.

155. Fraser, J. (1973)

The nature and source of juvenile delinquency.

156. Gabbey, S.L. (1975)

A study of the educative role of television in Britain using comparisons with West European Services.

157. Gilliland, D. (1974)

An examination of the efficiency of various treatment methods for juvenile delinquents.

158. Gingles, S. (1972)

The occurrence of emotional disturbances in adopted children.

159. Guest, J. (1974)

How a local authority copes with the educational problems of an immigrant community.

160. Henshaw, P.V. (1974)

The community school - hopes and harassments.

161. Konzon, L. (1974)

Adventure playgrounds - necessity or luxury?

162. MacKay, B. (1975)

Functions of a summer play-scheme.

163. Markham, A. (1974)

Intermediate treatment for juvenile offenders. An account of a new scheme in England and Wales for dealing with children and young persons coming before the courts without entirely removing them from home.

164. Martin, C. (1975)

An examination of the voluntary service bureau; the rationale, aims and policies in regard to summer play schemes in the Belfast area.

165. Martin, P. (1973)

Education as a main transmitter of prejudice.

166. McAteer, J. (1975)

The effects of the raising of the school leaving age in four secondary modern schools in North-West Belfast.

167. McCourt, E.T. (1973)

Literacy and development.

168. O'Hara, S. (1975)

The effects of the civil disturbances upon children in Belfast.

169. O'Kane, M.R.R. (1974)

The illegitimate child: is he socially, educationally and emotionally deprived?

170. Orr, S.K. (1974)

A study of pre-school educational policy and provision in Northern Ireland since 1950.

171. Phoenix, A. (1974)

Truancy in British secondary schools.

172. Rangeley, J.E. (1974)

The implications of dispersal policy for intergroup attitudes in British schools.

173. Roy, E. (1974)

The education of gypsies in England and Wales - a plea for a national policy.

174. Walker, A. (1974)

Reading failure: an examination of the social and educational implications of the problem in the British Isles.

2

PART TWO

QUEEN'S UNIVERSITY BELFAST

Summary of thesis presented in fulfilment of the requirements for the degree of Doctor of Philosophy.

175. *THE UNIVERSITY AS AN ORGANIZATION WITH PARTICULAR REFERENCE TO THE PERSONNEL FUNCTION.*

REA, D. (1973)

Although the original objective was the study of the personnel function in the university organization it soon became clear that an essential preliminary was to try to understand the university as an organization. Thus this thesis falls into two distinct but complementary parts. The first part is an attempt, using E.H. Litchfield's generalized organization model, to understand the United Kingdom university as an organization. The second part is an attempt to understand aspects of the personnel function in theory and to seek to relate it in practice to the university organization.

The focal point of this study is the personnel function at Queen's University, Belfast. However, a questionnaire relating to aspects of the personnel function was circulated to sixty-four university institutions in the United Kingdom and replies were received from all except three. This information was supplemented by visits to eighteen of these institutions, four of the five universities' O. and M. Units and to the Industrial Relations Officer of the University of London.

In this study it is argued: that staff departments, such as personnel, do not create new functions but rather concentrate attention on certain phases of line management as these reach "extensive proportions"; that in the university organization in the United Kingdom these "extensive proportions" are being reached; that, consequently, universities should be considering appointment of personnel administrators and thus the setting up of personnel departments.

QUEEN'S UNIVERSITY - DEPARTMENT OF ECONOMICS

Summary of thesis presented in fulfilment of the requirement for the degree of Master of Science.

176. *THE ECONOMICS OF EDUCATION IN NORTHERN IRELAND FROM 1959/60 - 1968/69.*

LAU, S.B.G. (1973)

The study attempts to calculate the rate of return to investment in education in Northern Ireland and to calculate the contribution of education to growth in this region. Since the school leaving age was raised in Northern Ireland from 15 to 16 years old in 1972/73, it is of interest to investigate the possible rate of return of this extra year of education.

The role of educational expenditure in relation to the twin problems of high unemployment and high net outward migration of the skilled and qualified from the Northern Ireland region is also examined. Scotland and Northern Ireland share these conjoint problems of unemployment and emigration and this thesis attempts to shed further light on the Northern Ireland problems and broaden the conclusions and policy recommendations by comparing patterns of educational expenditure and their potential effects on the Scottish economy with Northern Ireland.

QUEEN'S UNIVERSITY - DEPARTMENT OF EDUCATION

Summaries of theses presented in fulfilment of the requirements for the degree of Doctor of Philosophy.

177. *THE FEARS OF ADOLESCENTS*

BAMBER, J.H. (1975)

The investigation's three aims were: to assess the extent and degree of unadaptive fears among an adolescent population in relation to the variables of age, sex and type of school; to validate the use of the Wolpe-Lazarus Fear Survey Schedule with an adolescent sample and to investigate the factorial structure of fears among adolescents.

Three instruments were employed to obtain data for the study: the JEPI, the Willoughby Neuroticism Schedule, and the Wolpe-Lazarus FSS. The sample consisted of 337 grammar school girls and 350 grammar school boys ranging in age between 12 and 18 years, and 216 secondary school girls and 209 secondary school boys ranging in age between 12 and 16 years.

The sex variable produced the most prominent differences on the FSS, while significant differences on the age variable were noted among the grammar school samples. The type of school variable revealed only modest significant differences.

Correlational relationships between measures of neuroticism and scores derived from the FSS were statistically significant for the large majority of age levels. Extreme scorers on the WNS had significantly different item scores on more than 80% of the FSS items.

Analysis of the factorial structure of the FSS revealed the existence of a general fear factor and a core of eleven common factor labels existing irrespective of sample divisions.

178. *SOCIO-ECONOMIC AND EDUCATIONAL FACTORS INFLUENCING THE DECLINE OF THE ONE-, TWO- AND THREE-TEACHER ELEMENTARY SCHOOL IN NORTHERN IRELAND SINCE PARTITION.*

BOYD, G.H.S. (1972)

The introductory section of the thesis traces the multiplication of sectarian national schools throughout Ireland in the nineteenth century. Efforts to remove the excess capacity in the early years of the present century are outlined but it is shown that "too many small and unnecessary schools" remained in 1922 when the Ministry of Education assumed control of the national schools located in Northern Ireland. Two chapters are then devoted respectively to the pre-war and post-war rationalisation programmes of the Ministry. In the first part of the report, socio-economic and educational factors are treated as general determinants of rationalisation. Subsequent sections contain more specific considerations of these, including differences in staffing and building costs for various sizes of schools, demographic trends, changes in the social roles of the rural school and its teachers and the educational difficulties encountered in small schools.

Throughout the thesis, references are made to data obtained from the principal teachers of two hundred and seventy-eight small schools, the local education authorities and two small groups of student teachers.

QUEEN'S UNIVERSITY - DEPARTMENT OF EDUCATION

Summaries of theses presented in fulfilment of the requirements for the degree of Master of Arts.

179. *THE IMPORTANCE OF SCHOOL TOURS IN EDUCATION.*

BURRELL, J.G. (1972)

The study included a survey of the opinions on school tours and practices of 115 teachers in some 100 comprehensive schools. Pupils at a rural comprehensive school formed the main sample in this project,which included studies of the relationship between participation in a school tour and attitude towards school, the opinion about school tours held by pupils, parents and teachers, an analysis of pupils' essays to assess adolescent holiday interests,and an analysis of notebooks compiled by pupils as a result of school tours. There was widespread agreement among teachers as to the beneficial effects of tours, especially for personality and social development and directly and indirectly as education itself. As tours were a school 'extra' to be paid for, it was difficult to assess their relationship to pupils attitude to school. However, for the group studied, 75 per cent chose the tour as the best holiday of their lives.

180. *THE DEVELOPMENT OF THE PROVINCIAL TECHNICAL COLLEGES OF NORTHERN IRELAND.*

GAMBLE, M.McC. (1973)

The growth of those Technical Schools in Northern Ireland which lie outside the boundary of Belfast is traced from the Agriculture and Technical Instruction Act of 1899 to the present day. Historically, the work is divided into four sections. Section I (1899-1923) examines the establishment of the schools under Urban County and County Borough schemes of Technical instruction and gives a brief history of each during this period. Section II (1923-45) considers the re-organisation of the system which took place under the new Government of Northern Ireland and explores in detail the range of full and part-time courses provided.

Section III (1945-1964) investigates the role of these schools in the wider concept of "further education" of the 1947 Northern Ireland Education Act and examines the growth of new full-time courses and the development of day-release studies for young workers. Section IV (1964-73) considers the need to trim the existing system and make it more efficient. The impact of the Industrial Training Act and the contribution of the Colleges of Adult Education is also examined. Finally, a summary is given of the present volume and range of work covered at each College and an attempt is made to predict the pattern of future developments.

181. *CULTURAL AND INTELLECTUAL DEVELOPMENT IN CONTEMPORARY SOCIETY: THE RELEVANCE OF MATHEW ARNOLD'S EDUCATIONAL IDEAS, WITH SPECIAL REFERENCE TO AN EMPIRICAL STUDY OF BELFAST SCHOOL-GIRLS AND FEMALE UNIVERSITY STUDENTS.*

McALLISTER, M.A. (1972)

The subjects for this study were 219 girls aged 11 and 14 in two grammar and two secondary schools and 100 girl University students. All the subjects completed Raven's Matrices and the Mill Hill Vocabulary Test. The Allport-Vernon study of values, the Factorial Interest Blank, Richmond's 'Two Cultures Test' and the Lunzer Test of Knowledge of General Culture were completed by the appropriate age groups.

Verbal but not non-verbal intelligence was correlated with cultural development for all subjects. Difference in the subject's knowledge and interest in Arts and Science as measured in the survey were slight, but there was some indication that younger pupils showed a more even balance in their interests than older pupils.

182. *THE SCHOOLS COUNCIL INTEGRATED SCIENCE PROJECT (SCISP) IN NORTHERN IRELAND SCHOOLS, 1970-73.*

McGUFFIN, S.J. (1974).

Six Northern Ireland schools took part in trials of the SCISP in 1970-73. The project, its philosophy, aims, sample scheme and assessment procedures, is described and the part played by Northern Ireland schools in the trials is detailed.

The opinions of both pupils and teachers on various aspects of the project are analysed. The performance of the pupils in the trials in certain GCE examination subjects on the AH4 intelligence test and on NFER science attitude scales are compared. The content of the sample scheme is compared in detail with the Northern Ireland GCE syllabuses in the single sciences. The assessment procedures employed in integrated Science and in the single sciences are discussed and the performance of the trials group on questions testing different levels of ability is compared with that of a matched group, who took all three single science subjects in NIGCE. Finally, the position of the secondary schools in relation to Mode III examination in CSE is discussed and the performance of pupils on this examination assessed.

183. *A STUDY OF SCHOOL ORGANISATION AND CURRICULUM PROVISIONS FOR THE 14+ PUPIL IN THE DICKSON PLAN FOR COUNTY ARMAGH.*

McSTRAVICK, B. (1974)

The first part of the study traces the concept of 'Equality of Opportunity' in secondary education in England and Wales and Northern Ireland. The first officially sanctioned departure from a selective secondary system in Northern Ireland, the Dickson Plan for County Armagh, a two-tier comprehensive structure, is then detailed. This information provides the background for an analysis of school organisation and curriculum provisions for the 14+ pupils in the second tier of the Dickson Plan.

In Part II, an analysis of school organisation in Senior High Schools, Technical Colleges and Junior High Schools with 14+ pupils is presented. Particular reference is made to the following concepts within school organisation - parental involvement, organisational behaviour, models of management systems, adminstrative style, leadership and school climate.

Within the area of curriculum provisions a theoretical analysis is given of aims and objectives, content and evaluation procedures in all schools. The relevance of social class is also detailed in relation to curriculum matters.

Conclusions are drawn about the Dickson Plan as a two-tier comprehensive system and its influence on the pupils in the 14+ age range. Suggestions are made about approaches to school organisation and curriculum provisions and how the Dickson Plan may develop.

184. *IRISH HISTORY IN SECONDARY (INTERMEDIATE) SCHOOLS IN NORTHERN IRELAND: A SURVEY OF EXTENT, TEACHING METHODS, QUALIFICATIONS OF TEACHERS AND PUPILS' ATTITUDES.*

SMYTH, W. (1974)

The information on which this survey is based was obtained by means of three self-completion questionnaires sent initially to all secondary (intermediate) schools in Northern Ireland and subsequently to a sample of 40 of the 105 schools which completed the first questionnaire. A survey was also carried out among 520 pupils from eight schools to investigate their attitude to history.

The investigation aimed to gather information on such topics as average time allocated to history in the school curriculum; the extent to which maintained schools give greater priority to Irish history than do controlled schools; the topics which are most commonly included in Irish history syllabuses; history teachers' opinions on including Irish history in their syllabus; the teaching techniques and textbooks most commonly used when teaching Irish history, and whether pupils find history an interesting or a boring school subject.

QUEEN'S UNIVERSITY - DEPARTMENT OF EDUCATION

Summaries of theses presented in partial fulfilment of the requirements for the degree of Master of Education.

185. *THE STATE OF PRIMARY EDUCATION IN COUNTIES ANTRIM AND DOWN - 1855-1914 - AS EVIDENCED BY INSPECTOR'S REPORTS.*

BONAR, F.A.I. (1973)

Although there is a reasonable amount of knowledge about the formation, historical development and general policy of the National system of Education in Ireland, very little work had been done on the detailed state of the national school. The inspectors at the time wrote their comments in the District Inspectors Observation book and supplemented these with a confidential report to the Board of Commissioners for National Education. Fourteen schools with detailed and informative records for the period from 1855 to 1914 were chosen for analysis. The records were examined under a number of headings including the physical conditions of the school, the various subjects of the curriculum, the proficiency of the teachers, the supply of school necessities, discipline and the state of school accounts which together produce a comprehensive account of everyday conditions of education in the national schools.

186. *A STUDY OF COUNSELLING SCHEMES IN A SAMPLE OF SECONDARY SCHOOLS IN THE GREATER BELFAST AREA.*

BREMNER, A. (1974)

This investigation examined three aspects of school counselling; it recorded the work of a sample of 61 school counsellors in 16 secondary schools during one week; it compared the expectations of the school counsellor's role of the same sample of counsellors with those of a matched sample of 61 teachers, and with the theoretical recommendations for that role; and it measured the attitudes to school counselling of the teachers and counsellors.

For the purposes of the investigation, three test instruments were designed; firstly, a record sheet on which the counsellors recorded details of the week's counselling; secondly, a decision-making exercise for the comparison of role expectations; and thirdly, a Likert scale designed to measure attitudes towards school counselling. Biographical information was also obtained.

The results from the record sheet indicated that, despite the lack of time and large numbers of pupils, the counsellors' main activity was the interviewing of pupils individually; a significant proportion of their time was given to liaison with staff colleagues, parents and external specialist agencies, while there appeared to be a general reluctance to carry out group counselling and testing.

The decision-making exercise revealed a considerable degree of unanimity between the counsellors, teachers and counselling theorists, while the attitude scale indicated that both groups showed a favourable attitude towards school counselling.

187. *THE CONCEPT OF THE EDUCATIONAL PRIORITY AREA, AND ITS POSSIBLE APPLICATION TO THE CITY OF BELFAST.*

CAVES, W.J. (1973)

The study was primarily concerned with the administrative aspects of the identification of deprivation in relation to primary school pupils and their schools and the appropriateness to Belfast's educational system of means of identification used in educational priority areas in England.

The literature was reviewed to identify various criteria which have been used to designate areas of social need. The reactions to the concept of educational priority areas by Northern Ireland's educational agencies was assessed from government reports, minutes of education authority meetings and the views of the teachers' unions. The available census and survey information on Belfast City was re-analysed to designate disadvantaged areas and schools. The general conclusion was that the means for identifying areas of deprivation are in principle available and the level at which a dividing line is drawn must depend on the decision of whoever tries to initiate steps in this field and on available finance.

188. *A STUDY OF ENGLISH CHILDREN'S PROSE LITERATURE 1760-1830.*

COFFEY, A. (1975)

The aim of the study was to examine in some detail a representative selection of children's books from 1760-1830 in order to survey the extent and nature of their contribution to studies in the history of education.

The writer provides some relevant details about the social background of these 'improving' books, together with selected biographical details about the authors. The work of Thomas Day and the Edgeworths is described in detail with particular reference to illustration of their educational theories. The details about public and private education, teachers, schools, the content of education and what was considered valuable knowledge are examined.

Finally, the evidence on Sunday Schools and charity schools is looked at through religious stories which were intended mainly, but not exclusively, for the labouring classes.

189. *AN EMPIRICAL STUDY OF SOME FACTORS OF HOME ENVIRONMENT AND SOME COGNITIVE AND ATTITUDINAL VARIABLES ASSOCIATED WITH READING.*

HARNEY, J.J.G. (1974)

An extended view of relevant literature is presented. The investigation was carried out with a sample of 288 eleven-year-old boys drawn from three primary schools. The study aimed to clarify the nature of the relationship between reading achievement, as measured by the Wide-Span reading test, and non-verbal intelligence, social class, parental education, home literacy, pupils' attitudes to reading, teachers' rating of maternal care and several measures of pupils' perception of their home environment.

As hypothesised, reading achievement was found to be positively associated with the variables tested. Factor analysis of the 17 variables was carried out for all subjects and separately for subjects within each of the three schools. The main factor for each analysis loaded highly on reading achievement, followed by the teachers' rating of maternal care and non-verbal intelligence scores.

190. *SOME FACTORS ASSOCIATED WITH THE CHOICE OF FURTHER EDUCATION IN AGRICULTURE.*

HULL, I.A. (1974)

The aim of this study was to examine whether the decision to take further education in agriculture is related to educational and home background, interests, attitudes, tested intelligence and achievement motivation.

The subjects for the survey were selected from two groups. 123 of the 131 students at the three main agricultural training centres at Enniskillen, Loughry and Greenmount colleges completed all the schedules and tests. A random sample of 40 boys was selected on a county basis from the 110 males who enrolled or were interviewed but did not attend these courses. On the basis of the results of the investigation the author makes several suggestions as to how more students can be attracted to agricultural courses.

191. *A FOLLOW-UP STUDY, WITH SPECIAL EMPHASIS ON READING PROGRESS, OF 75 BOYS IN A BELFAST SCHOOL.*

LAMBON, A.J. (1973)

In 1970, all 120 7+ children in one boys' school were given a Reading, Mathematics and a Non-Verbal Test as part of the NICER survey "Environment and Primary Education". In addition, a wide range of home data was collected. In 1972, the sample number had fallen to 75 and these pupils were re-tested with the original tests. The pupils also completed an attitude scale (J.C. Barker-Lunn) and the class teachers completed the Rutter scale for each child.

There was an appreciable decline in the mean score in reading ($p < .002$) over the two year period. Home variables which were significantly related to attainment in 1972 were father's income, number of occupants in the home and number of books in the home.

Those children rated as being better adjusted in the classroom scored significantly higher in reading ($p < .002$). There was not such a clear relationship between attitudes and reading performance.

192. *A CROSS-SECTIONAL STUDY OF ACADEMIC MOTIVATION AND REWARD PREFERENCES IN RELATION TO DIFFERENTIATION AND POLARIZATION IN A GIRLS' GRAMMAR SCHOOL.*

LEONARD, J.J.D. (1973)

The subjects for the study were 102 first year, 84 third year and 104 fifth year pupils at an urban girls' grammar school. Each pupil completed the Eysenck's Junior P.E.N. Inventory, Entwistle's Academic Motivation Inventory; Dunn-Rankin, Shimizu and King's Reward Preference Inventory; a sociometric questionnaire; Raven's Progressive Matrices and the Mill Hill Vocabulary scale. The English and mathematics teacher of each class ranked pupils in order of their diligence and application.

A significant decline in academic reward preference and significant rise in anti-academic reward preference was found between first and more senior years. These differences were accompanied by a decline in academic motivation, by higher extraversion and by more evident indications of teacher differentiation and pupil polarization.

193. *THE EXTENT AND WEAKNESS OF SECONDARY EDUCATION IN IRELAND IN THE NINETEENTH CENTURY WITH PARTICULAR REFERENCE TO ULSTER*

McCORD, M.M. (1973)

Previous histories of education in Ireland, and in Ulster in particular, have tended to have only a few passing references to secondary education, and these have dealt almost exclusively with the Royal and the Diocesan schools. The aim of this study, therefore, was first of all to trace the development of secondary education in Ulster in the nineteenth century, reference also being made to education in the wider context of the British Isles and to the prevailing social and economic conditions.

The defects in secondary education such as the lack of endowments, and the failure to ensure adequate supervision are highlighted, and particular attention is paid to a critical examination of the practical working of the system of payment by results in secondary education. Secondary schooling at the beginning of the nineteenth century in Ulster compared unfavourably with the provision in England and Scotland and the author suggests that the paucity of secondary education was one of the major reasons which led to State support for secondary education at the comparatively early date of 1878, through the introduction of payment by results.

194. *AN ENQUIRY INTO THE AIMS AND OBJECTIVES OF GEOGRAPHY WITH REGARD TO THE CERTIFICATE OF SECONDARY EDUCATION: WITH SPECIAL REFERENCE TO MODE 3 AND NORTHERN IRELAND CSE.*

McCULLOUGH, S. (1973)

The relevant literature is reviewed to assess the general aims of the Certificate of Secondary Education, and the more specific objectives of geography at that level. Analyses are made of Mode 1 syllabuses and examination papers, and a survey is conducted of recent geographical trends. A review is also given of the Northern Ireland examination situation prior to the introduction of the Northern Ireland Certificate of Secondary Education.

A short questionnaire was distributed to 69 schools within seven British Examination Boards to examine the reasons which prompt the preparation of Mode 3 geography syllabuses. It was found that in general the Mode 3 syllabuses originate more from dissatisfaction with existing provision than from a desire to innovate.

The opinions of a sample of 114 geography teachers in Northern Ireland Secondary (Intermediate) Schools, were surveyed in relation to the general objectives of CSE geography, and in particular the objectives of the Northern Ireland CSE syllabus.

195. *THE RESPONSES TO THE STUDY OF ENGLISH LITERATURE OF ORDINARY LEVEL PUPILS IN EIGHT NORTHERN IRELAND GRAMMAR AND SENIOR HIGH SCHOOLS.*

MEHAFFEY, H.M. (1974)

The enquiry was conducted at eight schools and involved some 700 16-year-old pupils who were studying English literature at Ordinary level in the General Certificate of Education and 31 teachers of English.

The author constructed a questionnaire to examine the pupils' reading habits and attitude to the study of literature and the texts being studied for the examination. Boys were found most frequently in the extreme categories of reading very little or quite a lot. However, the actual number of books read by all pupils was lower than in previously published surveys. Girls valued the study of English literature more highly than boys. Teacher attitudes to English were also explored.

196. *A STUDY OF THE RELATIONSHIP BETWEEN POLITICAL AND EDUCATIONAL REFORM 1832-1870.*

ROWLEY, T. (1975)

The author examines the industrialisation process during the period 1832-1870. He traces the relationship between the migration of the working-class into towns and the development of religious and political education.

197. *THE INTERRELATIONSHIP OF PUPIL INTELLIGENCE, LEVEL OF PERFORMANCE ON PIAGET'S COMBINATORIAL AND CORRELATION TASKS AND CONCEPTUAL ATTAINMENT IN 'O' LEVEL CHEMISTRY.*

SAVAGE, N.T. (1974)

In this study, the sample consisted of 49 boys and 45 girls from seven single sex grammar schools. They were candidates in the Ordinary-level Chemistry examination set in 1973 by the Northern Ireland General Certificate of Education Examination Board and they had then returned to school in the autumn term 1973 to proceed to Advanced level courses.

Each pupil completed the Raven's Progressive Matrices and Piaget's test of combination of coloured and colourless liquids. In the latter test only 38.9 per cent of the subjects showed ability to use a combinatorial system, while only 28.4 per cent showed ability to perform satisfactorily the operations of Piaget's Correlation Task. The mean intelligence score of the group was considered to be high.

Attainment in Chemistry was measured both by 'O' level grade, and by scores obtained in a prepared set of objective chemistry questions which could be analysed in terms of concept formation abilities, Bloom's abilities and specific chemical concepts.

Minimal correlations were found between 'O' level grades in chemistry, intelligence, combinatorial ability and ability to use Piaget's concept of correlation.

Factor analysis revealed a group of abilities related to chemistry which were not involved in performance on the other tests.

198. *PATTERN OF LEISURE VIEWING AMONG A SAMPLE OF THIRTEEN AND FOURTEEN-YEAR-OLDS IN RURAL SCHOOLS.*

WOODS, E. (1973)

Although studies have been conducted on the patterns of television viewing among urban adolescents, few of these studies have been concerned with young adolescents in rural areas.

A preliminary study in which a supervised diary was administered to 33 pupils obtained information about leisure activities in general, and helped form the basis of some items in a subsequent questionnaire on leisure television viewing administered to a sample of 350 third form pupils in rural grammar and secondary schools. The areas investigated included the amount and frequency of viewing, parental control and example, viewing tastes, disturbing programmes and the relative popularity of the various mass media.

Secondary pupils viewed more television overall. They were more often inclined to view throughout an entire evening and were less critical of the amount of television they viewed than were grammar pupils. The parents of grammar pupils exerted more control over homework and viewing amounts, viewed less frequently and left television on less frequently than did parents of secondary pupils. Parental control was greater and the percentage of viewing less than had been reported elsewhere. Also the viewing amounts and preferences of parents and pupils in this sample were found to be related. The least liked programmes by all sub-groups were documentaries, current affairs programmes and news bulletins.

Summary of thesis presented in fulfilment of the requirements for the degree of Master of Arts.

199. *THE UNIVERSITY LIBRARY AND THE NEEDS OF THE ACADEMIC COMMUNITY: A STUDY OF LIBRARY SERVICES AT THE QUEEN'S UNIVERSITY OF BELFAST AND THE NEW UNIVERSITY OF ULSTER.*

ABUKUTSA, J.L. (1972)

The library is central to the effectiveness of an academic institution. This proposition is usually accepted in principle but is rarely fully applied. Effectiveness must be assessed by reference to the needs, expressed and unexpressed, of the community of users. Investigations at the Queen's University of Belfast and the New University of Ulster show that:

a) Effective deployment and use of staff and efficiency of service are significantly affected by the geographical distribution of service points and the degree of decentralization in administration;
b) Undergraduate collections fulfill an obviously useful function but do not provide the student with a sufficiently comprehensive stock or adequate service;
c) Arrangements for staffing, administration and use of departmental libraries are such that it is not possible to achieve high standards of service;
d) Factors of internal library environment have a significant influence on users.

Improvement and development of library services are dependent on the two universities providing more money for the purpose. Book selection and instruction in library use at N.U.U. involve close co-operation between academic and library staff, but these operations and reader services are less well organised and co-ordinated at Q.U.B.

Summary of thesis presented in fulfilment of the requirements for the degree of Master of Arts.

200. *JAMES CARLILE 1784-1854; FIRST RESIDENT COMMISSIONER FOR NATIONAL EDUCATION IN IRELAND.*

RODGERS, R.J. (1973)

This thesis provides an examination, through Carlile's career, of the initial efforts to provide on a national basis in Ireland combined literacy and moral education at an elementary level for children of all religious persuasions. It also provides an evaluation of his contribution both to the educational and theological policies of the denomination to which he belonged, and to the other social and economic developments of the age in which he lived.

QUEEN'S UNIVERSITY - DEPARTMENT OF PSYCHOLOGY

Summaries of theses presented in fulfilment of the requirements for the degree of Doctor of Philosophy.

201. *A METHODOLOGICAL INVESTIGATION OF INFORMATION-GATHERING INTERVIEW AND QUESTIONNAIRE COMPARED IN AN EDUCATIONAL SETTING.*

BILL, J.M. (1975)

Three studies comparing interview and group, self-completion questionnaire methods of collecting information are reported. Subjects were 14-15 year old boys and girls. In the first enquiry (a pilot study with N=100) and in the second (N=190) both structured interview and questionnaire, investigating educational attitudes, objectives and interests, were administered to each informant. The third study (N 185) employed semi-structured interview and questionnaire examining attitudes only.

In each study, substantial agreement (less certain in the case of the semi-structured modes) was found between the instruments though the interviews more often induced covert responding. Using two external criteria (pupil intention (or not) to leave school at 15 and subsequent behaviour in this respect) structured interview and questionnaire emerged as equally valid measures. The semi-structured interview, however, outperformed its counterpart questionnaire but neither of these devices proved as successful against the external criterion as the attitude battery of either of the structured instruments.

Neither treatment order (whether interview or questionnaire taken first) nor, in the second two enquiries, method preferences or reading ability of informants appeared as systematic influences upon responding. However, an administrator effect emerged in both instruments in each of the second two studies. This was interpreted in terms of an 'experimenter bias' in that one of the four administrators (the author of the report) least often elicited covert type responding. Though boys and girls were equally consistent in responding between instruments, validity of report appeared to be linked to sex, schedule content, method, and particular criteria employed.

202. *AN EXAMINATION OF INDIVIDUAL DIFFERENCES IN THE MICROSTRUCTURE OF CHILDRENS' MATCHING-TO-SAMPLE BEHAVIOUR.*

CAIRNS, S.E. (1974)

A review revealed that attempts to modify the performance of subjects at the impulsive end of Kagan's conceptual tempo dimension had met with little success, due to lack of information concerning the differences in the microstructure of reflective and impulsive children's performance. A series of studies, all involving 11-12-year-old boys, first established the cross-modal generality of conceptual tempo by correlating visual and tactual performance. This enabled the tactual modality to be employed in further studies designed to provide information on the detailed differences in reflective and impulsive performance. In a second study a systematic replication of Siegelman (1969) was undertaken which extended the generality of her results to the tactual modality, older children and different stimuli. This study concluded that frequent returns to the standard, particularly at the beginning of the tests, is the process which may be the most important qualitative reflective-impulsive difference in addition to the quantitative differences. A third study, however, indicated that returns to the standard is probably only one of several processes which distinguish reflective-impulsive performances. A fourth study thus concluded that reflective and impulsive performance differs because of the additive effects of impulsives' failure: a) to return to the standard frequently enough; b) to spend long enough examining stimuli to carry out a detailed feature analysis; and c) to examine all of the alternatives. This suggests that conceptual tempo is not a unitary dimension and that future studies must attempt to manipulate all three processes to modify impulsive responding.

203. *STUDIES OF THE LANGUAGE DEVELOPMENT AND ABSTRACT THINKING IN NORTHERN IRELAND PUPILS AS RELATED TO SOCIAL BACKGROUND AND CEREBRAL LATERALISATION.*

CHASTY, H.T. (1973)

Three main investigations were completed:

At each of two ages, 7-plus and 11-plus, paired groups A and B were created which were equated for non-verbal intelligence, but differentiated by paternal occupation. In terms of the Register-General's scale, group A (high) belonged to classes 1 or 2, and group B (low) to classes 4 or 5. At 7-plus there were 45 children in group A, and 36 in group B; at 11-plus the corresponding numbers were 49 and 36.

At both age-levels and on all language and abstract thinking tests significant differences in favour of group A were obtained.

At age 9+, two similar groups A and B (approx. 30 pupils in each) were tested on dichotic listening recall (after Broadbent). Group A gave significantly higher scores on the right ear than the left. Group B showed no significant difference between the two ears. It is concluded that, by age 9, group A pupils show a clear differentiation in favour of the left cerebral hemisphere. Group B (linguistically disadvantaged) pupils show no clear advantage for either hemisphere.

A 'language intervention programme' was set up to provide a three-month special course of language teaching for a class of ten group B language-retarded pupils. At the beginning and end of the period they and a control group, who had no special teaching, took the same series of tests.

The experimental (language compensation) group showed (i) significant post-intervention improvement for both language and abstract thinking tests; (ii) significant change in level of lateralisation in favour of the right ear on the dichotic listening test, bringing these children to a level of left hemisphere specialisation comparable with group A children of the same age. In the control group there was no significant change in either respect.

204. *A DEVELOPMENTAL INVESTIGATION OF SOME MEMORY PROCESSES.*

COOK, S.M. (1974)

In this study changes in the performances of children from three ages (5-6 years, 8-9 years, 10-11 years) on various memory tasks were compared. The intention was to trace the developmental changes in the amount recalled from primary memory and secondary memory stores and to relate the changes to age-related developments in the cognitive processes underlying them.

Three experimental tasks were used: free recall, serial recall and a card sorting task, the material consisting of either unrelated words or category words.

Results showed little evidence of reorganization of input by subjects in recall. There was no evidence of spontaneous clustering above chance level, and little substantial evidence of subjective organization. A model, structured in terms of three basic recall strategies, was proposed.

205. *PERCEPTUAL AND COGNITIVE PROCESSES IN AUTISTIC CHILDREN.*

ELLIOT, R. (1973)

Autistic children functioning at a mentally subnormal level, non-autistic subnormals and normal children took part in a series of twelve investigations on visual discrimination, transfer, coding and visuo-spatial memory. In visual discriminations tasks (Experiments 1-3), the autistic children were markedly inferior to the normal and subnormal controls. There was an inverse relationship between the number of errors made by control subjects and the number of dimensions by which the stimuli differed but no such relationship emerged in the autistic children's performance. In discrimination learning and subsequent transfer (Experiments 4 and 5) autistic children did not benefit as much from prior learning as did the controls.

A study (Experiment 6) of the strategies used by these groups of children to code information showed that autistic children tended to rely on position cues more often and to a greater extent than the controls. Once information is successfully coded and the appropriate response is learned, autistic children have great difficulty in switching to another strategy when the learning task demands it. Their memory for successfully processed input (i.e. position/visuo-spatial cues) was as good as that of the controls but faded as delay increased in a manner similar to that of subnormal children (Experiment 7).

In an investigation of the children's perception of direction (Experiment 8), it was found that the autistic children's concepts of both diagonal and vertical orientations were insufficiently developed. But their concept of horizontal orientation was as good as that of the controls. Perception of direction affected memory. The autistic children's discrimination of shapes rotated through 90° and 180° was impaired; normal children also had difficulty with 180° turns. (Experiment 9). Autistic subjects were inferior to the controls in whole-part discrimination (Experiment 10) and on an embedded-figures task (Experiment 11). Their discrimination of quantity was also inferior (Experiment 12).

The findings of all these investigations imply a coding deficit in autistic children as well as possible developmental differences. A 2-stage coding procedure was hypothesized. When all the dimensions of a stimulus array are relevant (i.e. redundant) the autistic, subnormal and normal children identify them as being relevant (first stage). The subnormal and normal children interpret the information contained by these dimensions but the autistic children do not (second stage). This deficit in the second stage of coding by autistic children is accentuated when the stimulus array contains both relevant and irrelevant dimensions.

206. *THINKING IN SETS: A STUDY OF RULE-LEARNING IN CHILDREN.*

GREER, G.B. (1973)

A general-purpose apparatus, which represents unary, binary and ternary set operations and relations in terms of coloured lights was constructed. Four experiments were carried out using this apparatus.

In the first experiment, using 179 boys aged between 8 and 15, it was found that the operations varied in difficulty as follows: {union} < {intersection, complement of union, complement of intersection, symmetric difference} < {complement of symmetric difference, difference} < {complement of difference} when presented in a reception paradigm to groups of subjects.

In the second experiment, the same operations were studied, but in a selection paradigm with individual subjects, and using a 'clinical' approach. 50 boys aged 6-15 were tested; analysis of subjects' protocols indicated that certain strategies were used to a limited extent. It was found that the complexity of subjects' symbolic descriptions of the operations was highly correlated with the level of difficulty as established in the first experiment. Logically, set operations like union and intersection can be expressed in terms of a single, typical element. The third experiment investigated whether the operations were psychologically reducible in the same way, using 56 boys aged 9-10 and 12-13 as subjects. Verbal reports and examination of transfer effects suggested that such was often not the case.

In the fourth experiment, an experiment of Inhelder and Piaget, involving the combination of colourless liquids to obtain a reaction, was replicated, both directly, and, indirectly, by simulating the task in terms of coloured lights, on the apparatus. 20 boys, aged 6-14, were subjects. Subjects performed in a very similar way on both tasks but showed very little awareness of the logical structure of the tasks. Piaget's logical analysis of the task was criticized on both logical and empirical grounds.

207. *A DEVELOPMENTAL STUDY OF CHILDREN'S REASONING AND PROBLEM SOLVING ABILITIES IN TEST PROBLEMS INVOLVING POSITIVE, NEGATIVE AND IRRELEVANT INTERESTS.*

KOK, S.L. (1973)

Three experiments were carried out. The subjects for experiments I and II were ten boys and ten girls of ages 3, 5, 7, 9 and 11. All subjects except the youngest participated in experiment III. In experiments I and II the subjects responded to two-term matching problems modified from Donaldson's (1956, 63) test problems. Twelve item types depicting different permutations of the three kinds of information were constructed and prescribed verbally or verbally with models. In experiment III slightly more complex situations were introduced.

Children as young as three could utilise positive information for correct solutions. Negative information was considerably more difficult for 3 and 5-year-olds. The ability to deal appropriately with irrelevant information was related to age. 11-year olds could discard irrelevant factors. Eight possible classifications of verbal comments on problem solutions by the subjects were indicated.

208. *A DEVELOPMENTAL STUDY OF PATTERN CONSTRUCTION.*

LAHY, P.M. (1975)

This study departs from traditional procedures used in performance testing of a person's ability and examines input-output sequences for a pattern construction task. This input-output analysis enables a description of the step-by-step execution of the construction process, the timing of the individual steps and the study of strategic aspects of performance. The subjects were twenty-eight children at each of the ages six, eight, ten and twelve years. The results showed that children from the given age groups use the same strategies and in about the same proportion, but become more efficient in the performance of the task with increasing age.

QUEEN'S UNIVERSITY - DEPARTMENT OF PSYCHOLOGY

Summaries of theses presented in fulfilment of the requirements for degrees of Master of Art and Master of Science.

209. *SHORT TERM MEMORY PROCESSES IN THE MENTALLY SUBNORMAL.*

McDONALD, G. (1973)

Groups of mongols and epileptic and undifferentiated subnormals (matched on chronological age, mental age and digit span) took part in a series of short term memory investigations. Tape-recorded digit messages comprised the material. Scores were based on correct recall of items irrespective of order (item scores) and of items in correct order (order scores). One consistent finding in all investigations was the significantly poorer performance of the mongols.

210. *A STUDY OF EDUCATIONALLY SUBNORMAL CHILDREN WHO WERE EVENTUALLY DECLARED TO BE IN NEED OF SPECIAL CARE.*

McKENNA, M. (1973)

A follow-up survey of 737 pupils who left special schools for the educationally-subnormal in the Belfast area in 1960-1965, inclusive, showed that by December 1972, 193 had been referred to the Special Care Service (the statutory body in Northern Ireland with responsibility for the mentally subnormal). Of these, 165, or 22 per cent of all leavers, were ascertained as being in need of special care. Since twenty-three were later discharged and eight were living in other areas or were deceased, the findings of the investigation apply mainly to the 134 individuals who were on the special care register. This group was compared with special care patients as a whole on several criteria. It was found that a significantly higher proportion of the ESN group were classified aetiologically as being 'undifferentiated' or 'familial'.

Two groups of patients (one under hospital care and one under community care) matched on chronological age and sex were assessed on an intelligence test, a measure of social efficiency and a personality inventory. None of these global measures reliably differentiated between the groups.

QUEEN'S UNIVERSITY - DEPARTMENT OF PSYCHOLOGY

Summary of thesis presented in partial fulfilment of the requirements of the degree of Master of Science in clinical psychology.

211. *ATTITUDE CHANGE AND NEUROTICISM AMONGST NORTHERN IRISH CHILDREN PARTICIPATING IN JOINT-FAITH HOLIDAYS.*

ARTHUR, A. (1974)

Two attitude questionnaires, a modified social distance scale and an adjective check-list were given to some 300 12-year-olds on the first and last days of the 'joint-faith' holidays. Eysenck's Junior Personality Inventory was also completed by each pupil. Results from the attitude scales showed that only a small proportion of subjects initially had negative attitudes about the out-group. These subjects scores changed significantly in a positive direction following the holiday.

The experimental group had a significantly higher mean Neuroticism score on the JEPI than the English standardization sample. However, the author suggests that there is no evidence to indicate that the sample surveyed was inherently more emotionally unstable.

QUEEN'S UNIVERSITY - DEPARTMENT OF PSYCHOLOGY

Summaries of theses presented in partial fulfilment of the requirements for the degree of Master of Science in Developmental and Educational Psychology.

212. *THE LEVEL AND PATTERNS OF RESPONSE OF A SAMPLE OF NORTHERN IRISH CHILDREN TO BRONFENBRENNER'S MORAL DILEMMAS TEST.*

CROOKS, S.H. (1973)

The Bronfenbrenner Moral Dilemma Test (with slight alterations to make items applicable in a Northern Ireland sample) and a simple, sociometric questionnaire were administered to 180 boys and 189 girls in first and third forms of four single sex, non-selective secondary schools.

The mean Dilemma score of the 12-year-old 'A' stream pupils (n=101) were computed to allow for cross-cultural comparisons. For the total sample a 2x2x2x2 factorial design was employed.

For 12-year old Northern Irish pupils, the level of commitment to socially approved behaviour and the influence exerted on such behaviour by parents and peers resembled more closely those found for British and American children than those found for Russian children. No significant sex or age differences were found, but Protestant pupils displayed greater commitment to socially approved behaviour than Catholic pupils. Although the results indicate the existence of two clearly differentiated subcultures in the secondary school (one positively ('A' stream) and one negatively ('D' stream) orientated to the values of society) it was clear that the popular child in each subculture was the one who was less committed to socially approved behaviour.

213. *DEVELOPMENTAL PROCESSING OF INFORMATION TACHISTOSCOPICALLY PRESENTED TO THE TWO CEREBRAL HEMISPHERES.*

CROZIER, R.M. (1975)

This thesis was concerned with linking two lines of research, and tested hypotheses from the areas of hemispheric asymmetries and visual information processing within a developmental paradigm.

During the experiment visual information was presented tachistoscopically to three groups of subjects of differing age and reading experience. Letter displays were presented for any one of 5 durations (20, 40, 60, 80 and 100 msecs.) in any of three visual field locations (right, left and central visual field).

Results strongly supported the cerebral dominance hypothesis of hemispheric asymmetries as opposed to the direction of reading hypothesis. Also, young children were shown to process visual information more slowly than older children or adults.

The methodology of the experiment was evaluated and suggestions for future research stated.

214. *PINK FOR BOYS, BLUE FOR GIRLS: AN INVESTIGATION INTO PERFORMANCE OF CHILDREN ON GAMES BEARING MANIPULATED SEX-LABEL.*

DWYER, J.P. (1975)

In an attempt to investigate the relation between performance on and sex-label of task, 144 children, 36 of each sex from both 7-and 10-year-old age-groups were selected as subjects. Each subject was tested on a set of performance tasks bearing either male, female or neutral labels, in the presence of either a male or female experimenter. Time taken and errors made were used as criteria for task performance. Results indicate that, as hypothesized, boys tended to perform better on male-labelled tasks and girls on female-labelled. Effect of experimenter was found to vary according to task.

215. *THE EFFECTS OF AGE AND MUTUAL POSITIVE AND NEGATIVE REGARD ON BOYS' PERFORMANCE IN TWO TASKS MEASURING CO-OPERATIVE AND COMPETITIVE BEHAVIOUR.*

EAKIN, J.G. (1975)

The investigation set out to discover whether any evidence can be found in favour of, or against, two common assumptions: (i) that Western educational systems mediate a progression in children from co-operative to competitive tendencies and (ii) that friends will be naturally more co-operative with each other than non-friends.

Subjects from two age-levels (7-years and 10-years) were paired as friends and non-friends on the basis of a sociometric test, and each pair performed on two tasks designed to measure the amount of co-operative and competitive behaviour displayed.

These assumptions were designated as two hypotheses and the results indicated that there was no evidence for the first, nor for inverting it to imply a developmental progression in the other direction. There was evidence in favour of the second hypothesis.

In the discussion of these findings an outline of their practical implications for several fields of psychology and education was suggested.

216. *LANGUAGE OF THE PRE-SCHOOL CHILD IN RELATION TO PLAYGROUP ACTIVITIES.*

GUPTA, A. (1974)

A comparison was made between the language elicited by 24 children aged between 2.6 and 4.3 years randomly assigned to either an experimental group which took part in a number of structured activities or a control group engaged in the normal unstructured playgroup activities. The expressive language scale of the Reynell Developmental Language Scales (RDLS) was administered to both groups before and after the activity periods, and it was found that the experimental group had improved significantly more than the control group.

The language of the children in the experimental group was recorded during the structured activities and examined in terms of amount and complexity. The most successful activities all had a perceptual orientation which was considered the determining factor in their success in producing speech. The speech pattern of the adults in communicating with the children was found to be only very slightly more complex than those of the children.

217. *ASPECTS OF INFORMATION PROCESSING IN REFLECTIVE AND IMPULSIVE CHILDREN.*

LAMONT, E. (1974)

This study was designed to investigate the possible relationship between cognitive style and memory behaviour. Recognition memory and associated decision processes of reflective and impulsive children were examined as a consequence of three different orienting tasks. Two of the tasks were of an incidental learning nature, one requiring a structural analysis of the stimuli and the other a semantic analysis. The third was an intentional learning task.

Results indicated that the nature of the orienting task had an important influence on later recognition memory. The task activities which involved a semantic analysis of the stimuli were found to be more beneficial for later memory than the task activities concerned with a structural analysis.

The cognitive analysis of task stimuli also had an important influence on the decision criterion adopted by children during the recognition task. Impulsive children, when responding to items they were not sure of, adopted a lower criterion than reflective children. These differences in decision processes were interpreted in terms of quantity of information extracted as a result of the external constraints imposed by the orienting tasks.

218. *COUNSELLING IN FIVE BELFAST SECONDARY SCHOOLS.*

MACKEY, M.M. (1974)

Five Belfast schools were considered, and evaluation was confined to fourth form counselling. Principal teachers supplied information concerning the reasons why counselling was felt to be necessary, how it was introduced and its present organisation. Fourth form counsellors supplied details of their status in the school, their training in counselling, time allocated for counselling, type of counselling carried on, where the counselling occurred, methods of referral, arrangements for seeing the counsellor, and liaison with other helping agencies. Fourth form counsellors kept records of all counselling interviews occurring in two separate weeks. Ten objectives of counselling were rated in order of importance by principals, counsellors and two teachers from each school. To evaluate counselling, each fourth form counsellor selected four pupils he thought had been successfully counselled and four pupils he thought had been unsuccessfully counselled. Two matched non-counselled pupils were selected at random for each counselled pupil. Three teachers then rated each pupil over six criteria for any changes in behaviour on a 5-point scale ranging from "much improved" through "stayed the same" to "much worse". There was reasonable agreement among counsellors, teachers, principals, and among the group as a whole concerning the objectives of counselling. Generally, helping pupils resolve personal difficulties and improving their personal effectiveness were considered very important aims, while searching out talent was considered least important.

219. *DIFFERENTIAL RESPONSE IN TWO CHANNELS OF COMMUNICATION TO INVESTIGATE THE PERFORMANCE OF NORMAL AND ESN CHILDREN.*

MARTIN, I. (1973)

The investigation was undertaken in order to determine if and how ESN children differ from normal children in their ability to identify emotions, transmitted by verbal and non-verbal vocal channels. 20 boys from a working-class primary school and 20 boys from a school for the educationally subnormal were required to identify emotions contained in pre-recorded consistent and inconsistent tone/content sentences. The results show that normal and ESN children differed in this ability. With most inconsistent sentences, content was attended to more readily than tone of voice, but when neutral content/inconsistent tone sentences were used, tone was attended to more often than content. It was also found that 'angry' sentences were identified more readily than 'happy' sentences.

220. *THE IMPLEMENTATION AND EVALUATION OF A FEEDBACK SYSTEM AND A TOKEN REINFORCEMENT PROGRAMME IN A REMEDIAL CLASSROOM SETTING.*

MARTIN, L. (1974)

The study was carried out in a special school class, made up of fourteen eight to eleven-year-old boys designated as educationally subnormal. A baseline rate of unacceptable behaviour was obtained before the introduction of the feedback system. This was made up of four fifteen-minute sessions per day when each pupil lost one of the five points opposite his name on the blackboard immediately he committed an unacceptable classroom behaviour. Standard verbal feedback from the class teacher accompanied the erasure of a point. This procedure significantly decreased unacceptable behaviour. A token reinforcement programme utilizing sweets as back-up reinforcers was then introduced along with the feedback system. This programme succeeded in reducing unacceptable behaviour to a significantly lower level than during the feedback system alone. The token reinforcement programme was then phased out and during this period there was no significant increase in unacceptable behaviour. Subsequently a brief return to the feedback only condition produced a significant rise in unacceptable behaviour and this was followed by a back-to-baseline period which returned unacceptable behaviour to its original baseline level. An attempt to re-introduce the token reinforcement programme utilizing privileges intrinsic to the classroom as back-up reinforcers was rejected by the class teacher.

The elements constituting each phase in this investigation were examined in an attempt to account for the success or failure of the condition to decrease unacceptable behaviour.

221. *A STUDY OF THE DEVELOPMENT OF CHILDREN'S APPRECIATION OF HUMOUR.*

McCLELLAND, C.W. (1975)

Certain laws of organizing the elements of a humorous situation have been proposed by Conn (1973). This dissertation attempted to find a developmental basis for those laws.

Cartoons representing two of the laws were presented to 160 schoolchildren divided equally by age, sex and socio-economic class of school area. The children were asked to rank the cartoons.

The findings failed to determine a developmental nature in the laws, but differences were found between the laws, and between middle-class and working-class schools. Boys and girls showed different patterns of development in their appreciation of the humour of the cartoons.

222. *SOME CORRELATES OF THE PARADIGMATIC SHIFT IN THE WORD ASSOCIATIONS OF CHILDREN.*

MONTGOMERY, A. (1973)

The subjects for this study were 40 boys and 40 girls drawn equally from P1 (mean age 5 years 6 months) and P7 (mean age 11 years 2 months) at a large preparatory school. Each pupil completed a word association and a word pair test. Analysis of variance showed that knowledge of featural properties of words and paradigmatic responding increased with age for both sexes equally. Superordinate responses also increased with age but these responses were greater for girls at both age levels.

223. *THE INFLUENCE OF TEACHER SEX, PUPIL SEX AND TEACHER PERCEPTION OF PUPIL ON THE DISTRIBUTION OF CLASSROOM CONTACT.*

NEELY, J. (1975)

The first part of the study required three male and three female primary school teachers to rate their pupils on ability, instructional and behavioural dimensions. The results showed no significant interaction between teacher sex and pupil sex. Female teachers rated boys and girls more favourably than male teachers, and girls were rated more favourably than boys by both male and female teachers.

Using the data from the rating scales, six children were selected from each class, the boy and girl who rated highest were designated 'highs'; the boy and girl rated lowest ('lows'), and a boy and girl receiving median scores ('controls'). These children were observed in their interactions with the teacher, and the proportion of contacts received and initiated by each group compared. Again there was no significant interaction between teacher sex and pupil sex. It was shown that the 'control' pupils were involved in considerably fewer contacts than the 'highs' or 'lows'. 'Highs' and 'lows' received approximately the same number of work-oriented and management contacts, while the 'lows' received about seven times as many prohibitory contacts as the other children.

224. *THE DEVELOPMENT OF ACCURACY OF RECOGNITION OF EMOTION EXPRESSION.*

PHILLIPS, S.G. (1975)

Five actors were photographed in poses representing eight different emotional expressions. For each emotion-category two levels of intensity were requested. The eighty photographs were standardized by 100 adults to determine what single expression, or combination of expressions each showed. A series of predictions based upon a model presented by Plutchik was tested.

Photographs representing five emotion expressions, and using four of the actors, were selected for the second experiment.

Child subjects, aged 9, 10 and 11 were selected according to their ability to give behavioural definitions of the emotion categories to which they would be exposed. An improvement in ability to define "disgust" and "indifference" was found across this age band.

The subject's ability to recognise emotion expression was tested. An adult sample was also tested. It was found that happiness was correctly identified in 100 per cent of cases at age nine. Fear and anger were not as well identified, but the ability developed rapidly during the age period. A significant effect was found across the three years and between children and adults. Sadness was dealt with less accurately, being apparently confused with indifference even among children who accurately defined indifference.

225. *LINGUISTIC CODES, ORIENTATION TO CONTEXT, AND STRATEGIES OF CLASSIFICATION IN SEVEN-YEAR-OLD CHILDREN.*

RUSSELL, F.G.S. (1974)

Trotin cards were used to elicit speech from 20 middle-class and 20 working-class seven-year-olds. The two groups were compared on the frequency of use of various forms of speech, pointing-behaviour and willingness to role play within the context of the descriptive task. The hypotheses derived from Bernstein's theory of linguistic codes were verified: the working-class subjects demonstrated a predisposition towards the realisation of context-dependent meaning on a descriptive task while the middle-class subjects showed a tendency towards the use of context-independent meaning.

Each pupil also completed a concept-sorting task. It was predicted that working-class subjects would sort the cards into a greater number of groups than the middle-class subjects and that working-class subjects would offer fewer explicit verbal statements of concepts governing their sorting than would middle-class children. Both these predictions were confirmed.

226. *'BEFORE' AND 'AFTER': THE CHILD'S COMPREHENSION OF LINGUISTIC ORDER INFORMATION UNDER THREE EXPERIMENTAL CONDITIONS.*

SCULLION, M. (1973)

The comprehension of order information was studied as a function of the nature of the comprehension task. Five and seven-year-old children in three experiments were requested to locate verbally the occurrence of one event in a visually presented temporal series (the conjunctions 'before' and 'after' being demanded in their replies); to execute temporally ordered commands (e.g. move a blue car before/after you move a yellow car); to answer a question in relation to a temporal description (e.g. the man read the paper before/after he ate his breakfast - what happened first/second?). It was found that the linguistic variables which influenced comprehension in the second situation were not important for the third situation. Age differences were apparent in the performance of subjects on both tasks.

QUEEN'S UNIVERSITY - DEPARTMENT OF PSYCHOLOGY

Summaries of theses presented in partial fulfilment for the requirements for the degree of Bachelor of Arts, Bachelor of Science and Bachelor of Social Science.

227. *THE EFFECTS OF INTER-WORD SPACING ON READING IN PRIMARY SCHOOL CHILDREN*

BRIGHTLEY, S. (1975)

Previous work, using reading material in which the inter-word spaces had been obliterated, has indicated a greater tendency to use inter-word spaces as cues with increasing reading ability.

In this study, using boys with a mean chronological age of 7 years 11 months and a mean reading age of 8 years 11 months, the effects produced by two separate methods of inter-word space accentuation were investigated. These methods were; physical manipulation of the inter-word space, and colour contrast at the word boundaries.

An obscured inter-word space resulted in a depression of performance which agrees with the previous finding. A tripled inter-word space was found to significantly improve performance, as indicated by reading rate and error frequency. This effect was shown in groups of both good readers (mean R.A. 9 yrs 10 mths) and poor readers (mean R.A. 7 yrs 9 mths).

228. *SOME FACTORS INFLUENCING THE SEVERITY OF MORAL JUDGMENTS OF YOUNG CATHOLIC SUBJECTS IN NORTHERN IRELAND*

CASEY, G. (1974)

The subjects in this study were 48 Catholic sixth-form grammar school pupils. Each subject completed the California F-scale, and the Allport and Ross Religious Orientation Scale. Semantic differentials were devised to test subjects reaction to four deviant stimulus persons. The author discusses why no statistically significant differences were found in the judgements of high and low authoritarian subjects and across the other dimensions measured in this study.

229. *DIFFERENCES IN THE COMMUNICATIVE BEHAVIOUR OF REFLECTIVE AND IMPULSIVE CHILDREN*

CLARKE, H. (1975)

Twelve reflective and twelve impulsive boys were each asked to explain to another child of the same age how to construct a model boat from a selection of cardboard pieces. The independent variables were the age and cognitive style of the speaker, and the dependent variables were measures of the information content of the speaker's message.

Specifically, older reflective speakers spontaneously described the pieces more fully and more accurately than their impulsive counterparts whereas there was no difference among the younger age group. With regard to the explanation of the position of the pieces in the model, the older boys gave significantly more information than the younger ones.

230. *RECOGNITION MEMORY FOR VERBAL STIMULI IN DEAF CHILDREN*

COBURN, L. (1974)

It is known that memory is mediated in part by both linguistic (verbal) symbols and images. It was hypothesised that deaf children might compensate for their relative lack of skill in the use of verbal symbols by an increased use of or facility with images.

A recognition task was administered to a group of deaf and a group of hearing children. The stimuli consisted of high and low frequency words.

Using Signal Detection Theory, it was found that the hearing subjects were better on the recognition task, as they made more correct recognitions than the deaf subjects. The memory strength was greater for high imagery words and for high frequency words. The main hypothesis was not verified; the deaf children did not compensate to a sufficient degree by an increased use of imagery.

231. *SOCIAL CLASS DIFFERENCES IN CHILDREN'S COMMUNICATIONS*

COCHRANE, V. (1975)

Pairs of children were equally divided within their respective social classes into two age-levels and three communication conditions. The conditions were varied according to the number and type of communication channels which were available for use. The experimental task involved the construction of a model of a rabbit from pieces of plasticine and matchsticks.

It was found that in the highly restricted communication condition where only the verbal channel was available, the groups conveyed the same amount of information yet differed markedly on the degree of listener understanding elicited. In the moderately restricted condition which allowed for any modality of communication, yet controlled the amount of visual feedback, the social classes differed on their preferred modality, but evoked similar degrees of understanding in their listeners. Finally, on the totally open communication condition, all groups reverted to dependence on the gestural modality, but still retained high listener understanding.

232. *THE POLITICAL SOCIALISATION OF A MINORITY GROUP: KNOWLEDGE AND EVALUATION OF GOVERNMENT AMONG ROMAN CATHOLIC SECONDARY INTERMEDIATE SCHOOLBOYS IN BELFAST*

DONOVAN, A. (1974)

Top and bottom stream pupils in first and fourth year in two Roman Catholic boys non-selective secondary schools completed a knowledge of government and affect towards government questionnaire developed by the author, an open-ended questionnaire, a social advantage index and a revised confidence of success measure completed by fourth formers only.

There were significant school differences on the social advantage index and the affect towards government inventories. Within each school parallel developmental trends emerged. Knowledge of government increased while affect towards government decreased with age. Higher antagonism towards government was associated with higher confidence of success.

233. *POSITIVE SOCIAL REINFORCEMENT OF CHILDREN BY PEERS AS A FUNCTION OF AGE AND SOCIOMETRIC STATUS*

EAKIN, J.G. (1973)

The subjects for this study were selected from a P4 class (mean age 8 years 3 months) and a P2 class (mean age 5 years 6 months) in a boys' primary school. The 42 subjects were given a sociometric test and randomly assigned to one of three groups: 1) verbally reinforced by a liked peer (LP), 2) verbally reinforced by a disliked peer (DLP), and 3) control, no reinforcement (C). The effect of reinforcement was then studied on the children's frequency of choice of the non-preferred side of a 2-choice colour naming task. The results showed that significant differences existed between the LP group and the C group, and between the LP group and the DLP group. Reinforcement from a liked peer (LP) proved to be significantly stronger, with no differences evident on the age factor.

234. *PRIVATE SPEECH AND PROBLEM SOLVING IN NURSERY SCHOOL CHILDREN AS RELATED TO AGE, TASK DIFFICULTY AND BIRTH ORDER*

GREER, N. (1974)

The private speech (number of egocentric utterances) of 24 nursery and school children, aged from 3 years 5 months to 7 years 6 months, was recorded while they carried out a classification task at three levels of difficulty. Half of the children had implicit instructions to verbalise embedded in the task instructions, while the other half acted as control and only had instructions on how to do the task. The most significant finding was that, as task difficulty increased, the amount of private speech increased ($p < 0.001$). Private speech related negatively to age and was also related to birth order. Children with no siblings verbalised slightly more than children with younger siblings, who, in turn, verbalised more than children with older siblings.

235. *THE EFFECT OF TASK AND SEX DIFFERENCES ON INFORMATION RETENTION AND REPRODUCTION BY 11-YEAR-OLD CHILDREN.*

KENNEDY, M.M. (1973)

Forty-eight eleven-year-old boys and girls were tested on their ability to memorise and reproduce visual and verbal information. The dimension, 'simple-difficult', and the order in which the tasks were administered were controlled.

There were no significant overall differences in the performance of boys and girls on the task. Both groups found the visual task easier than the verbal tasks and performance on the simple tasks was higher than on the difficult tasks. Performance was also related to the preferred order of task administration.

236. *INTELLIGENCE, VISUAL AND AUDITORY SEQUENCING AND SYMBOL-SOUND ASSOCIATION AS PREDICTORS OF READING AGE IN EIGHT-YEAR-OLDS.*

LARGEY, A.G. (1973)

The subjects were 20 pupils (nine boys and eleven girls) selected at random from Primary 4 grade in one school. The ages ranged from 7 years 6 months to 9 years. Each subject was tested using the OTIS group intelligence scale, Young's Group Reading Test, Visual and Auditory Sequencing Tests and a Symbol-sound Association Test. Multiple regression analysis was carried out using reading age as the criterion and the other four tests as predictors.

For this sample 63 per cent of the variance in reading was accounted for by the intelligence test. Overall, the four tests explained 69 per cent of the reading variance.

237. *RELIGION AND PERSONALITY AS DETERMINANTS OF SOCIAL DISTANCE, THE RELATIONSHIP BETWEEN PREJUDICE AND RELIGIOSITY AND THE EFFECT OF PREJUDICE ON FRIENDSHIP CHOICE IN MALE ADOLESCENTS IN BELFAST.*

MACKLE, G. (1975)

Twenty-two Catholic and twenty-five Protestant male subjects of average age 15.3 years, all resident in Belfast, were asked to complete a questionnaire which was composed of a "friendliness scale" and some questions about attitudes to religion. It also asked them to name two other subjects whom they most preferred. The results showed that subjects discriminated primarily on the grounds of personality traits and then on religious differences; and that the intrinsically religious are less prejudiced than the extrinsically religious.

238. *LANGUAGE COMPREHENSION IN YOUNG CHILDREN*

McALLISTER, G. (1974)

Twenty-two nursery school children between the ages of 2;5 and 4;3 were tested on their ability to comprehend different types of conditional commands. Each child was given sixteen commands which were divided into two sessions. There were two main variables in the commands: four different forms of the conditional were used; they were 'when', 'if', 'wait until' and 'after'. There were two types of interval between command and response: the 'filled interval' in which there was an ongoing stimulus whose cessation was the signal to respond: and the 'unfilled interval' during which nothing happened - this interval was ended by the stimulus which was to elicit the response.

The children were divided into two age groups. Correct performance of a command was taken as an index of comprehension. The results showed a significant difference between only two of the conditional forms, 'if' and 'after', the latter being the more difficult to comprehend. Commands containing an unfilled interval were much easier to perform than commands containing a filled interval. Comprehension of each type of command improved with age.

239. *THE EFFECT OF LISTENER FEEDBACK AND ROLE-TAKING EXPERIENCE ON THE LISTENER-ADAPTED COMMUNICATIONS OF 5- AND 8- YEAR OLDS*

McCREADY, R. (1974)

One member of each of 16 same-sex pairs of subjects in each age group was randomly assigned to one of 4 conditions; namely, Role-taking, with or without feedback, or Control group, with or without feedback. The subject was required to communicate information concerning one of a pair of stimulus objects to a blindfolded listener (the second member of each pair) enabling him to select the appropriate object.

Number of appropriate communications increased with age, the 8-year olds being more able to adapt their communications to the blindfolded listener. Feedback had no significant effect, neither were sex differences apparent. The means for each of the 4 conditions did show a trend in support of the hypotheses.

240. *EFFECTS OF DECENTRATION TRAINING PROCEDURES ON INTENTIONALITY IN THE MORAL JUDGMENT OF 7-YEAR OLD CHILDREN*

McCULLOCH, M. (1973)

A sample of 7-year old children, found on pretesting with Piagetian story-pair materials to be using objective responsibility in their moral judgments, were given decentration training. They were retested immediately after the experimental treatment, and again after an interval of 3½ months, to see whether subjective responsibility in their moral reasoning had been induced. Significant and durable increases in the level of maturity of the moral judgments of the experimental groups were found. Structure of the training materials was found to influence the effectiveness of the treatment.

241. *THE EFFECT OF VERBALIZATION ON PROBLEM-SOLVING IN CHILDREN*

McKEOWN, K. (1975)

The subjects were forty children at seven years of age. The task consisted of two series of double-classification matrices, the two dimensions being easily nameable colours and geometric shapes. There were four conditions representing combinations of the two treatment variables, pre-task verbalization and concurrent verbalization, i.e. verbalization during task solution. Results confirmed that concurrent verbalization permitted an increase in the attainment of correct solutions but pre-task verbalization was effective only when combined with concurrent verbalization, when errors were also significantly reduced.

242. *THE DEVELOPMENT OF MORAL JUDGMENT IN NORMAL AND MENTALLY RETARDED SUBJECTS*

McKEOWN, M. (1974)

Moral judgments of normal children were compared with those made by mentally retarded subjects of matched mental ages. A significant difference was found between the judgments made by normal children above and below the age of seven, which is when Piaget believes autonomous morality begins to replace heteronomous morality, and also between the judgments made by retarded subjects above and below the mental age of seven. No differences were found between the normal and mentally retarded subjects of comparable mental age, or between the sexes. The results are interpreted as supporting the view that moral development takes place in step with cognitive and intellectual development.

243. *EFFECTS OF MENTAL AGE ON CHILD RETARDATE COMMUNICATION.*

McKNIGHT, J. (1974)

Four groups, each containing five pairs of subjects, differed with regard to the mental ages of the speaker and listener within each pair. Two groups were homogeneous in this respect, both speakers and listeners having a high mental age in one group and a low mental age in the other. In a third group, the speakers had a high mental age and the listeners a low mental age while these positions were reversed in the fourth. The speakers were individually taught a simple board-game and were then required to communicate the rules of the game to the listeners in their respective groups.

Homogeneous groups communicated significantly more successfully than heterogeneous groups. The homogeneous high group communicated significantly more successfully through the verbal channel alone, than did any of the other groups. The homogeneous low group communicated significantly more successfully than did any other group through a combination of the verbal and manipulatory channels.

244. *THE DELINQUENCY LABEL, SELF CONCEPTS AND MOTOR PERFORMANCE.*

MULLIGAN, G.M. (1975)

The aim of the present study was to examine the extent to which an individual's identification with the role of 'juvenile delinquent' influenced his self-esteem, orientation towards middle-class values, awareness of limited opportunity in life and his performance on a psychomotor test. In addition, the study assessed whether performance on the above measures was effected by the experimenter imposing on the subject the stigma of the label of delinquency.

While subjects whose identification with the role of juvenile delinquent was high performed significantly poorer on the psychomotor test than subjects whose identification was low, the labelled subjects indicated a lower overall self-esteem and were less orientated towards middle-class values than non-labelled subjects.

245. *DEVELOPMENTAL CHANGES IN THE USE OF COMPLEMENTARITY AND SIMILARITY CRITERIA FOR ORGANIZING MATERIAL TO BE RECALLED FROM MEMORY.*

NIXON, G.W. (1975)

Seven, ten and thirteen-year-old children were tested as to their ability to identify complementarity and similarity relationships between pairs of words, and were subsequently tested on their ability to recall one of the pair of words using its complementary or similar partner as a cue. The results indicated that with an increase in age there is a corresponding increase in ability to identify both complementarity and similarity relationships between words. The seven and ten-year-olds showed greatest ability with the complementarity relationships, while the thirteen-year-olds showed greatest ability with the similarity relationships. The number of words recalled also increased with age, and it was shown that the complementarity cues were most successful in all three age groups in eliciting recall. These results suggest that both criteria of organization are available to all the children, though it does seem that older children find it increasingly easy to use the similarity mode of organization.

246. *TO INVESTIGATE THE CHANGE OVER AGE IN CATEGORIZATION OF SIMPLE GEOMETRIC FORMS, PERCEIVED VISUALLY AND HAPTICALLY BY BOTH SEXES.*

SLOANE, M. (1974)

The geometric forms used in this experiment were related in similar ways to the triangle, square and circle respectively. Besides the two-dimensional forms themselves, corresponding prisms, and the three-dimensional correlates - tetrahedron, cube and sphere - were also included. Three age groups, corresponding to Piaget's ontogenetic stages and containing equal numbers of boys and girls comprised the sample. The experimental conditions of presentation were subdivided into visual and visual plus haptic, and subjects were required to make similarity judgements on triads of the geometric forms, with each of the two choice items differing from the target on one dimension. The haptic group admitted both dimensions of similarity between the choice items and the target, whereas the non-haptic group characteristically admitted only one. Ability to classify the figures according to criterial attributes, and to make decisions regarding the relative importance of these criteria, was found to increase with age.

247. THE ROLE OF VERBAL LABELS IN THE MEDIATION OF RECOGNITION IN CHILDREN'S MEMORY

STARR, B.E. (1975)

Forty-eight five-year-old children, assigned to six conditions, served as subjects. The independent variables manipulated were the familiarity of the stimulus object and the familiarity of the labels attached to these objects. Recognition was at two levels, immediate and delayed, with visual and verbal recognition cues. The analysis indicated that verbal labels were important in the recognition of objects, but there was an interaction between stimulus objects and labels, dependent on the compatibility of the stimulus object and the label. The results were interpreted in terms of the child's developing use of language, and the mediating effect of verbal labels in memory.

248. CHILDREN'S ABILITY TO PREDICT ANOTHER'S VISUAL PERSPECTIVE: A DEVELOPMENTAL ANALYSIS OF SKILLS

STEVENS, R.E. (1975)

Seven and eight year old children were compared on their ability to build with an identical set of blocks and choose from an array of cards, the view seen by the experimenter (E) and her puppet sitting opposite. E's view of the stimulus display of blocks differed from the subject's along the before - behind, hidden - non-hidden, and change-of-shape dimensions.

Part I of this study revealed that it was easier for all subjects to build rather than to choose the other person's view. Part II, therefore, sought to investigate two of the skills thought necessary for choosing another's view from cards, namely, the three-to-two dimensional and the vertical-to-flat transformations. Subjects were required to choose E's view from two- or three-dimensional photographic slides, which were either vertically or horizontally presented.

Results showed the expected developmental increase in children's ability to conceptualize another person's viewpoint. The predictions that there would be more correct choices under vertical than horizontal and under three-dimensional rather than two-dimensional viewing conditions were not confirmed, and various explanations were proposed. It was suggested that a significant increase in ability to cope with the change-of-shape dimension seems to be emerging between the ages of 7 and 8 years.

249. *AN INVESTIGATION OF FACTORS INFLUENCING STUDENT MEMBERSHIP OF CLUBS AND SOCIETIES AND STUDENTS SOCIABILITY, BOTH ON AND OFF CAMPUS*

STEWART, F.M. (1974)

The main aim of the present study was to observe the effects of sex, type of residence, birth order, type of schooling and personality upon student membership of clubs and societies. The secondary aim was to observe the effects of sex and personality on sociability, both on and off the campus. A 28-item questionnaire was constructed and administered to 33 males and 31 females in an introductory Psychology class.

It was found that male students were members of more university sports clubs than females and that there was a difference between the sexes in the number of hours spent in the Students' Union.

The author suggests that measurement of club/society membership is not a valid indication of involvement in student activities and that students of both sexes and differing personality traits exhibit similar social relationships both on and off the campus.

250. *PERSONALITY, STATUS AND RESPONSE TO FILM AGGRESSION*

VANCE, M.A. (1975)

The subjects were sixty primary school children, randomly assigned to three conditions: exposure to an aggressive film, exposure to a non-aggressive film, and exposure to a photograph series. The social and personal adjustment measures used were the Bristol Social Adjustment Scale and the California Test of Personality. Aggressive tendencies, popularity and rejection were measured by the Peer Nominations Inventory. Poor adjustment was found to be an indicator of high aggressive tendencies, social adjustment being a better predictive measure than personal adjustment. Popularity did not correlate at all with aggressive tendencies. Nonetheless, rejected children were found to be significantly higher on aggression. No significant group effect was found for the influence of the aggressive film on aggressive tendencies, but boys were significantly more affected than girls. The amount of aggression perceived in the photograph series was not significantly correlated to any of the measures. It was concluded that poorly adjusted children, particularly boys, were vulnerable to the adverse effects of film mediated aggression and more in danger of becoming habituated to it.

QUEEN'S UNIVERSITY -
DEPARTMENT OF SCHOLASTIC PHILOSOPHY

Summary of thesis presented in fulfilment of the requirements for the degree of Doctor of Philosophy.

251. *THE CONCEPT OF TEACHING.*

McCAULEY, H.C. (1972)

In an attempt to reveal the ontological underpinning of teaching, this study traces the development of recent analytic philosophical activity centred on teaching through Ryle, B.O. Smith and T.F. Green, and seeks to provide a viable alternative. It is argued that, while the analysts innovate in methodology and suggest many linguistic clues to teaching, their theories fail to be more than linguistic, and even at points fail to be adequate linguistically. While providing a linguistic separation of teaching and learning these theories fail to account for teaching's positive role in learning.

Through a detailed account of both learning and its causes this study set out to establish an alternative account of teaching by examining some of the determinants of learning and by seeking the place of teaching on a causal continuum. This method of investigation is based upon the notion of instrumental causality. This concept of teaching, it is argued, goes far beyond the linguistic clues to give an ontologically grounded view of teaching which is dynamic yet respects the learner's ultimate control over his own learning.

QUEEN'S UNIVERSITY - DEPARTMENT OF SOCIAL STUDIES

Selected titles of dissertations submitted in part fulfilment of the requirements for the degree of Bachelor of Social Science 1971-72.

252. Aiken, J.W. (1971)

A comparative sociological study of the occupational aspirations and career orientations of grammar and secondary modern school leavers in South Belfast and North Down.

253. Brown, P.N. (1972)

A study, in two Catholic intermediate schools, of pupils', parent's and teachers' attitudes on the functions of the school in relation to the raising of the leaving age.

254. Crory, L. (1972)

Factors influencing residential placement of mentally retarded children in Northern Ireland.

255. Halliday, W.J. (1971)

A study of the extent of integration, at the upper primary school level, between children whose parents are serving in the armed forces and children drawn from the local community in Northern Ireland.

256. Morton, J.N. (1971)

An investigation into the stereotypes and prejudices of Protestant and Catholic boys who attended a joint churches' adventure camp in Northern Ireland.

257. Sawey, N. (1972)

The commitment of delinquents to their delinquent activities: studies in two south of England schools.

Summaries of selected dissertations submitted in part fulfilment of the requirements for the degree of Bachelor of Social Science 1973-75.

258. *EDUCATION AND VIOLENCE IN BELFAST: A STUDY OF FOUR CATHOLIC SCHOOLS.*

BOYLE, B. (1973)

The main aim of the study was to discover the attitudes of Catholic adolescent boys and girls in secondary and grammar schools towards a range of topics including school discipline and political violence. A questionnaire was designed and completed by 169 fourth year pupils.

One of the findings of this study was that boys did not differ significantly from girls in their attitudes to violence, although the boys tended to disagree with school rules more than the girls.

259. *THE POSSIBLE DYSFUNCTIONAL CONSEQUENCES OF SEGREGATED EDUCATION IN MOTIVATING AMBITION, A CRITICAL OUTLOOK, AND TOLERANCE BETWEEN THE TWO RELIGIOUS COMMUNITIES IN NORTHERN IRELAND.*

BUCHANAN, A. (1973)

The aim of the study was to compare the attitudes of 11 year old primary school pupils in religiously segregated and integrated schools. In each of six schools the principal and teachers completed questionnaires which included items on their attitude to integrated education, parent-teacher associations and permissive discipline. In each school eleven-year old pupils completed individually administered questionnaires designed to assess pupils' ambitions, critical outlook and tolerance in relation to integrated and segregated education.

The results were considered inconclusive as the design of the study confounded the integration of the school and the social class of the neighbourhood.

260. *A STUDY INTO THE BACKGROUND, MOTIVES AND ATTITUDES OF STUDENTS IN COLLEGES OF EDUCATION IN BELFAST.*

BURNS, P.D. (1973)

The sample (N=196) consisted of all first year, second and third year certificate of education students at the three Belfast Colleges of Education, together with 46 students who had applied for a place in the colleges. The questionnaire, each subject completed was designed to test the hypothesis that student teachers become socialized towards teaching as their years progress at college.

There was some indication of a change in attitude among the sample in that the students tended to become less strict in their outlook towards children.

261. *GROUP DYNAMICS AND ATTITUDE FORMATION IN AN INTEGRATED YOUTH GROUP IN BELFAST.*

CORRIGAN, V. (1974)

The research study involved a youth group of Catholic and Protestant teenagers in Belfast. It looked in particular at the history and development of the group and at the influence of the group leaders on attitudes to prejudice. The writer observed the youth group as a social system, using participant observation techniques and interviews with key individuals. A measure of contact with the leader was obtained and prejudice was gauged using the Bogardus Social Distance Scale. A link between the degree of contact between group leaders and scores on the Bogardus Social Distance Scale was one of the findings of this investigation.

262. *EQUALITY OF EDUCATIONAL OPPORTUNITY IN BELFAST.*

HAIRE, T. (1974)

A survey was carried out on a sample of 300 seventeen and eighteen-year-olds randomly selected from the electoral register in Belfast. The aims were to assess whether variables such as the home, the parents and the school were related to educational attainment, attitudes to education, and the present position of the individual (i.e. whether he was working or was still attending school).

263. *PREJUDICE IN CHILDREN. A CONSIDERATION OF SOME MAJOR THEORIES AND THEIR POSSIBLE APPLICATION IN NORTHERN IRELAND.*

HUSTON, A. (1974)

The subjects for this study were 45 students aged 11-17 years attending an integrated private school. All subjects completed a values questionnaire, an authoritarian scale and a social distance scale in relation to four stimuli. The stimuli consisted of descriptions of teenagers classified as being of unlike/like religion and unlike/like values to each subject.

Perceived difference in belief was found to be a more powerful determinant of prejudice than difference in religion in children in an integrated school. However, religion was important for items referring to home contact.

264. *CHILD REARING PRACTICES IN BELFAST.*

JACKSON, L. (1973)

The purpose of the investigation was to discover if child-rearing practices varied with social class. The hypothesis put forward was that during the pre-school years, the class-affiliated attitudes which enter into almost every area of parent/child behaviour are distinguished by different patterns of child-rearing.

The forty-eight mothers in the sample were selected from six convenient electoral wards. The main research method used was that of interviewing, but some data were taken from the Health Visitors' records and some were collected from observation. The areas of child rearing which appear to be unaffected by differences in social class were feeding, toilet training, discipline and independence. The areas which appear to be affected by differences in social class were placed under the broad headings of comfort habits, sleeping habits, self-rating of mothers' discipline, and father's participation. Other background areas such as size of family, type of house, provision for play, and attendance at nursery or pre-school playgroup were also found to be class-dependent features to child-rearing practices.

265. *BEHAVIOUR AND SOCIAL INTERACTION OF CHILDREN IN CARE LIVING IN A BELFAST RESIDENTIAL HOME.*

KEEGAN, M. (1974)

This project had as its objective a study of the behaviour and social interactions within a group of children living in residential care. The writer used participant observation as well as case studies to study the group of children in order to assess whether the type of behaviour exhibited by the child was related to early experience or length of time in care. Sociometric methods were also used in order to describe in more detail the behaviour and relationships within the group.

266. *TEACHERS' AND PUPILS' ATTITUDES TOWARDS THE COURSES FOR THE ROSLA YEAR IN MAINTAINED SECONDARY (INTERMEDIATE) SCHOOLS: BELFAST 1972-73.*

McANULTY, M. (1974)

The aim of the project was to examine the degree of satisfaction of RoSLA pupils and their teachers in schools adopting differing policies. Initially, the principal or teacher in charge of RoSLA in fifteen secondary schools was interviewed in order to assess the type of policy the school had adopted. Four strategies were identified; academic, vocational, projects and absence of any coherent policy.

A sample of eight schools was selected which included a 'boys' and 'girls' school representing each of the four strategies. 181 pupils and 30 teachers in these schools completed questionnaires. One of the findings of this investigation was that vocational courses were favoured by both pupils and teachers.

267. *THE INFLUENCE OF FAMILY BACKGROUND ON THE DECISIONS OF PUPILS IN SOUTH-EAST ANTRIM TO STAY ON AT, OR TO LEAVE, SCHOOL AT THE AGE OF SIXTEEN.*

McILWAINE, M.E. (1973)

120 pupils in grammar, technical and secondary schools were individually interviewed using pre-coded questionnaires. The questions were related to the individual's material and cultural background, his educational level, attitudes to education, interests, parental educational values and the occupational aspirations of the child and his parents.

Social class was found to be the most powerful independent variable, being significantly related to performance in the qualifying examination at 11+ and therefore to the type of secondary education the child received, as well as his occupational aspirations and those of his parents. It was also found to be related to the child's decision to stay on at school or leave. In all cases the child from the higher social strata, especially the professional or managerial class, was very much advantaged.

The three variables, social class, parental education and school attended, were most closely related to the child's decision to stay on or leave school.

268. *THE TRANSITION FROM ADOLESCENCE TO ADULTHOOD IN A NORTH OF IRELAND TOWN.*

RAWLING, M. (1973)

70 subjects aged between 14 and 29 years were selected from every seventh address in the voting register. The subjects were interviewed to find out the age at which they started smoking, drinking, wearing make-up and buying their own clothes. Information on the age at which they left school or left home, and how much they earned and spent, was also obtained. Finally, three questions were asked on the subjects fears and the amount of friction in their family. When subjects aged 14-21 were compared with subjects aged 22-29 the trends indicated that adolescents are increasingly adopting adult status (i.e. smoking, drinking, etc.) at an earlier age.

269. *THE CLIENTELE OF AN ADVENTURE PLAYGROUND IN BELFAST.*

ROLSTON, W. (1973)

A survey of attendance at one playground revealed that in a two-week period at Easter, 629 children attended the playground. Three-quarters of these children were aged between six and thirteen.

The main aim of the study was to compare a group of regular users with groups of irregular users and non-users to assess the differences between the groups.

270. *ATTITUDES TO AUTHORITY OF THIRD-YEAR SECONDARY INTERMEDIATE PUPILS IN THREE TOWNS IN NORTHERN IRELAND.*

SMYTH, M. (1973)

A sample of 180 13-14 year old boys and girls were selected from non-selective secondary schools in three towns: one considered to have a high level of political violence, one intermediate, and one unaffected by violence. A questionnaire was designed to examine the pupils' attitudes to authority (e.g. school), to informal authorities (e.g. bus conductors), to their area, and to integration in school, government etc. In general there was a relationship between a pupil's home, his neighbourhood and his attitudes.

271. *ATTITUDES TO DELINQUENT BEHAVIOUR AMONG BOYS AND GIRLS IN NORTHERN IRELAND.*

WALKER, L. (1973)

The aims of the study were to ascertain what differences exist between delinquents and non-delinquents in regard to their friends engaging in certain types of delinquent behaviour.

76 delinquents and 70 non-delinquents were matched on socio-economic status, age, educational achievement and sex. It was found that delinquents were more tolerant or more apathetic about their friends engaging in delinquent behaviour, while boys had more positive attitudes to their friends engaging in delinquent behaviour than girls.

QUEEN'S UNIVERSITY - INSTITUTE OF EDUCATION

Summaries of dissertations presented in partial fulfilment of the requirements of the Diploma in the Advanced Study of Education.

272. *J.J. ROUSSEAU AND RELIGIOUS EDUCATION.*

ARCHER, D.J. (1975)

An examination of Rousseau's concept of 'nature' and his attempts to join nature and society in an educational programme is followed by a discussion of some factors which influence his philosophy of religious education.

273. *RESOURCES FOR LEARNING: THEIR ORGANISATION AND THE SCHOOL RESOURCES CENTRE.*

BARTON, C. (1974)

A study of the movements which have brought the 'resources' concept to the foreground of educational thinking, including a review of the types of innovation currently envisaged by some critics of the process of education at the secondary level; the necessity for a new use of learning resources; an examination of how resources might be organised within a school, and the presentation of a model of a school resources centre.

274. *COMPREHENSION.*

BAYLY, C.A. (1975)

Comprehension is considered in relation to reading. The writer examines the pre-requisites necessary for the development of reading and the various methods through which reading instruction is given as well as the literature on levels and types of comprehension, study skills and outcomes. A suggested solution to overcome the short-comings inherent in many of the present approaches to reading and its related skills is described.

275. *THE SPELLING PROBLEM IN A PRIMARY CLASS.*

BEATTY, J.R. (1975)

A survey of the relevant literature was followed by an investigation designed to discover possible reasons for the spelling mistakes of individual children, the effect of different group approaches to correction of mistakes, and the results of short periods of individual tuition (using the Alphabetical Spelling List of the New Zealand Council for Educational Research).
No one method is suggested as superior. The Alphabetical List was found to be useful, except with poor spellers. Correlations between spelling and visual discrimination, visual recall, reading and birth order were higher than between spelling and intelligence, auditory discrimination and auditory recall.

276. *A CRITICAL EXAMINATION OF THE CONCEPT AND PRACTICE OF ENVIRONMENTAL STUDIES, WITH REFERENCE TO THE ATTEMPT TO INTEGRATE SEPARATE DISCIPLINES*

BEGGS, R.D. (1974)

From an examination of two contrasting philosophies of education, one epistemological and one developmental, criteria are established to provide a standard against which the educational worth of both the concepts of integration and environmental studies can be measured. An assessment of courses in environmental studies for primary schools, secondary schools and colleges of education is made in the light of the standards established by the writer.

277. *NEW TRENDS IN PRIMARY SCHOOL DESIGN*

BOYD, R.R.J. (1974)

The investigation provides a basis for recommendations on the design and siting of primary schools. The author concludes that open plan design on the scale produced in the USA would not be welcomed by teachers in Northern Ireland, but there seems to be a general desire for some degree of 'openness'.

278. *SOME ASPECTS OF THE DEVELOPMENT, FUNCTION AND STRUCTURE OF TEACHERS' CENTRES IN NORTHERN IRELAND*

BOYD, S.A. (1974)

A survey was carried out of the relevant literature which included publications from the teachers' centres studied. A questionnaire/discussion paper was used with the co-operation of representatives from each of the centres.

It was found that in Northern Ireland the centres were formed in response to the expressed need of groups of interested teachers and principals. The role of each centre varied according to its association with other institutions and the amenities provided. The author discusses the future role and development of teachers' centres in Northern Ireland.

279. *A RATIONAL APPROACH TO CURRICULUM CHANGE AND IMPLEMENTATION*

BRANNIGAN, T.G.P. (1973)

The writer outlines the problems encountered in an overcrowded village primary school housed in primitive accommodation and goes on to suggest a rational approach to curriculum change based on the ideas of Gromlund, Tyler and Nicholls and Nicholls. Following a detailed analysis of the particular school situation a set of aims and objectives are advanced to ameliorate social and language difficulties within the school. Learning opportunities devised by the writer were influenced by the specified aims and objectives and each objective was tested before and after the learning opportunities employed. These assessments in combination with two sociometric tests formed the basis for evaluation of progress towards the stated objectives.

280. *THE SIXTH FORM CURRICULUM WITH PARTICULAR REFERENCE TO THE PROBLEM OF SPECIALISATION*

BROWN, E.L. (1974)

The problems inherent in the proposal made to effect a compromise between the needs of specialisation and those of general education are discussed. This leads to suggestions for a non-specialist sixth-form curriculum of five equal subjects and a small unit of multi-disciplinary or focal studies, in which equal weight is given to the concepts of breadth and depth of study.

281. *THE TEACHING OF MUSIC IN PRIMARY SCHOOL*

BYRNE, A. (1975)

This study consists of a discussion of the content, scope, methodology and media which can be employed to provide opportunities for the development of a lifelong enjoyment of music.

282. *THE ROLE OF DISCOVERY IN THE FORMATION OF NUMBER CONCEPTS*

CAIRNS, D.J. (1974)

This study entails a discussion of the background and research relevant to concept formation, the teaching of mathematics, discovery learning and learning readiness, and an examination is made of the relationship between discovery learning and concept formation.

283. *THE TEACHING OF HISTORY*

CARSON, G. (1973)

An analysis of the nature of history as a form of thought and as a discipline, and the link between history and philosophy are examined. The role of positivism is discussed. An examination of the purpose of history reveals it to be more than a study of the past or a means of pleasure. The place of history in the curriculum is dealt with, and this together with a look at changes in historical research leads directly to a discussion on the formulation of a history curriculum.

284. *GUIDANCE IN THE SIXTH FORM*

CARSON, G. ((1975)

An examination of the theoretical and practical issues involved in guidance in the secondary school with particular reference to the specific problems which arise in the sixth form is followed by a description of the objectives, organisation and evaluation of a guidance programme.

285. *DEVELOPING A CURRICULUM FOR THE RELUCTANT FIFTH FORMER*

CLANCY, M. (1975)

This study attempts to ascertain the curriculum needs of a group of reluctant fifth form pupils in a rural area, with the aim of planning a curriculum to meet these needs. Learning opportunities were devised, based on the answers to pupil questionnaires, teacher observation and the conviction of the teachers that the curriculum for the extra school year needed to be structured on a guidance core linking school with life.

286. *READING FAILURE: A CASE STUDY*

COEY, M.W. (1973)

The writer describes a child's developmental history, her tested ability, her attitudes to school, interests and her home background. A description of the school and its reading environment complements the record of the child's progress through school. Following the case study a remedial reading programme is proposed .

287. *HOME-SCHOOL CONTACT*

COLGAN, J.L. (1974)

Accepting wide agreement on the need for better home-school contacts, the writer sets out to examine the relevant investigations carried out in the field of home-school contact, to ascertain the views of Northern Ireland educational bodies involved with parents and teachers, and to investigate and evaluate the level of, and desire for, communication between home and school in the primary schools of a selected county in Northern Ireland.

It was found that parents were more anxious to be involved in the schools than the teachers were willing to avail of their help. There was great divergence of opinion among parents and teachers in many areas, particularly with regard to the need for school reports, times for interviews with teachers, voluntary parental help in the classroom and the parent-teacher associations.

288. *SOME ASPECTS OF THE CONTRIBUTION MADE BY NORTHERN IRELAND SCHOOLS BROADCASTING AND EDUCATIONAL TELEVISION TOWARDS ENVIRONMENTAL STUDIES IN PRIMARY SCHOOLS IN THE PROVINCE*

CONNELL, N.J. (1973)

Relevant aspects of the media are examined. Three specific series dealing with environmental studies are considered. A complete compilation of the entire local contribution is included in the appendices.

289. *THE RATIONALE AND POTENTIAL OF PHYSICAL SCIENCE AS A SUBJECT FOR THE SIXTH FORM CURRICULUM.*

COYLE, P.J. (1973)

The history and contemporary development of the sixth-form is discussed with special regard to the changes in sixth-form structure and composition which have become a focal point in recent years. The rationale of physical science as an integration of physics and chemistry is developed in the light of epistemological considerations. This theoretical approach is supported by relating it to practical considerations.

A report is made of a research survey carried out by means of a questionnaire sent to selected schools on the performance and destinations after examination of candidates for the Northern Ireland Advanced Level G.C.E. examinations in science subjects. The potential of physical science is then discussed in terms of its capacity to contribute to curriculum reform both within existing general sixth-form curricular constraints and in the context of published proposals for general sixth-form reform.

290. *DRAMA AS AN ACTIVITY IN THE PRIMARY SCHOOL.*

CREERY, C. (1973).

This is a study of the curriculum implications of drama in the primary school involving a review of the historical background to drama in education; a survey of modern research into drama in education with emphasis upon attempting to discover a definition of drama as it applies to education; a survey, based upon two questionnaires, of the practice of the teaching drama in the primary school, and an assessment of the attitudes of primary teachers towards the teaching of drama.

The writer suggests that many teachers do not see drama as an essential part of the curriculum of a primary school. Some of these who use drama do so for reasons which are far from clear.

291. *OPERANT CONDITIONING IN THE PRIMARY SCHOOL.*

DOWNEY, R.A. (1973)

This study sets out to examine the potential usefulness of operant conditioning in the primary school. The psychological findings are related to its position within learning theory. Proposals from findings suggest the possible utilization of such methods of conditioning in primary schools. Two aspects of possible usage have been examined; programmed instruction and behaviour modification.

292. *A COMPARISON OF INDIVIDUAL SCIENCE SUBJECT TEACHING, WITH INTEGRATED SCIENCE TEACHING IN THE JUNIOR HIGH SCHOOLS*

FORSYTHE, R.S. (1975)

The aims of both individual and integrated science schemes are examined with particular reference to the problems and requirements of the science teacher in the junior high school. A survey among secondary school teachers was designed to examine the attitudes to science teaching in the early secondary school years. The writer suggests that theoretical and practical considerations show little difference between the two approaches, provided each is presented in a meaningful way.

293. *AN INVESTIGATION OF SOME FACTORS INFLUENCING THE ACADEMIC PERFORMANCE OF A SAMPLE OF PUPILS AT GCE 'O' LEVEL*

GLENNY, J.B. (1975)

The writer describes the formation of a lower sixth general form for poor achievers at 'O' Level. A sample of 68 pupils chosen from the fifth form of 1973-74 was reduced to 24 matched pairs, who entered the sixth form after 'O' Levels. Twenty-four from lower sixth general formed an experimental group, and the matched 24 from lower sixth formed a control group. The pupils were matched according to their sex, selection procedure scores, parental socio-economic status and age. Pupils were rated by subject teachers in their fifth year to assess their response in class, persistence, self-confidence, stability and sociability. The 24 matched pairs also completed an assessment test (CP66) and the Minnesota Counselling Inventory.

A strong association was found between poor academic performance and lack of response in class, lack of persistence, poor emotional stability, and lack of conforming behaviour. It was felt that such findings had implications for possible changes in the school curriculum and timetable and in the development of a fuller guidance and counselling system in the school.

294. *READINESS WITH PARTICULAR REFERENCE TO READING*

HOLMES, S.K. (1974)

This study provides a definition of the processes and the subskills involved in reading. Reading is viewed as a developmental skill with readiness necessary for the mastery of each particular stage. Readiness training, the assessment of reading readiness and planning a reading readiness programme are discussed.

295. *COMPUTER STUDIES IN SECONDARY SCHOOLS*

HUNNIFORD, J.G. (1974)

This study, which entails an examination of some of the educational and social criteria which should determine the constitution of the secondary school curriculum, shows how a course in computer studies meets these criteria. The position of computer studies in the teaching programme of the secondary school is discussed together with suggestions on curriculum design and structure, course objectives, contents, methods and evaluation.

296. *THE RAISING OF THE SCHOOL LEAVING AGE: AN APPROACH TO THE CURRICULUM*

JONES, R. (1973)

A discussion on the reasons for RoSLA is followed by an examination of the views of pupils, parents and teachers, and the curricular implications and possible sociological effects of this extra year at school.

297. *CURRICULUM DEVELOPMENT IN A PRIMARY SCHOOL*

KELLY, M.T. (1973)

This study reviews an attempt which was made to plan the development of part of a curriculum in a primary school. After meetings and discussions with the principal, general aims and then behavioural objectives were formed. Various tests were given to a particular class of children and taking the results of these and the overall situation into account, various learning opportunities were planned. Following on this, evaluation procedures were considered and ways of assessing progress towards the stated objectives were planned.

298. *TRENDS IN THE PRIMARY SCHOOL*

KEMP, V.R. (1973)

Various aspects of current primary school practices including grouping, use of space, the role of the teacher, and the curriculum are reviewed.

299. *FROM PRIMARY TO SECONDARY*

LAVERY, J. (1975)

This study consists of an analysis of the problems associated with the transfer from primary to secondary school, and an empirical investigation designed to discover the pattern of primary school/secondary school relationships in Northern Ireland, to make a collection of good practice and useful ideas, and to suggest possible issues of development.

300. *INTEGRATED SCIENCE 13-16 YEARS*

McCALLION, F.A. (1974)

This is a study of the philosophical and curricular problems involved in producing an integrated science course for the 13-16-year-old student of above average intelligence, including a review of the philosophical arguments as to whether science itself is a single discipline, or merely a collection of similar disciplines; an account of the Schools' Council Integrated Science Project (SCISP); and statistics and comments on the Spring 1973 mock SCISP GCE examination held in Northern Ireland schools.

301. *PLANNING FOR CHANGE IN THE PRIMARY SCHOOL*

MacERLANE, M. (1973)

The argument of this dissertation is for a strategic approach to change. In curriculum development it supports a point of view that a structured and cyclical process is superior to any other approach in that it allows national application to a wide diversity of individual circumstances and at the same time avoids being prescriptive. By drawing attention to some of the less obvious factors and influences than can generate or contribute to breakdown, the writer hopes to assist the translation of future plans from scholastic aspirations to practical reality.

302. *CAREERS EDUCATION AND CURRICULUM DEVELOPMENT - A PROGRAMME FOR LOWER SIXTH IN A BOYS' GRAMMAR SCHOOL*

McGLEENON, C.F. (1974)

An overview is presented of the major theoretical viewpoints in careers' development, choice and decision-making. Emphasis is placed upon the function of occupational information as an important stimulus variable in the process of careers' choice and decision-making. The implications of both theories of career development and the nature and function of occupational information required for careers' educational practice are examined and are intended to underpin the attempt to structure a programme of careers' education for the lower sixth form of a boys' grammar school.

303. *LANGUAGE AND ITINERANTS*

McKEOWN, M.B. (1975)

This is a study of the linguistic deprivation of itinerant children involving: a word count based on transcripts of ten itinerant children talking about four specially chosen pictures; a comparison of this with a word count taken from ten children who belong to a settled lower working-class community and who have had five years consistent formal education; and examination of the relationship between cultural deprivation and linguistic impoverishment. The writer found that the children from a settled community had a more extensive vocabulary and used a more complex sentence structure than the itinerants.

304. *AN EXPERIMENT TO INVESTIGATE THE EFFECTS ON READING ATTAINMENT OF INDIVIDUAL PERSONAL COUNSELLING COMPARED WITH THE RESULTS OBTAINED BY A TRADITIONAL PROGRAMME*

McKEOWN, J. (1975)

Three groups, with four children in each, were matched as far as possible according to age, sex, qualifying examination score and reading age. Group I was given twenty minutes individual counselling per week for one term; Group II were given twenty minutes individual remedial reading per week for one term by the same teacher and Group III (the control group) received no special treatment. At the beginning and end of the experimental period all the children were rated on a classroom attitude scale by an experienced teacher who knew them well. The children were retested at the end of term. The results of the experiment were inconclusive,largely because of the methodological constraints imposed by one teacher assuming responsibility for all experimental treatments measured in one school.

305. *A CRITICAL EXAMINATION OF THE CURRICULA OF THE SENIOR HIGH SCHOOLS IN A TWO-TIER SYSTEM OF SECONDARY EDUCATION.*

MATIER, R.B. (1975)

A curriculum model is suggested and examined with reference to the content and methodology of geography. The general curricula and the specific subject curricula (geography) of two senior high schools are examined, following interviews with the staff in the schools.

306. *READINESS.*

MAWHINNEY, W.M. (1973).

In dealing with the idea of readiness for learning, this dissertation makes special reference to learning in the primary school, and readiness for reading in particular.

307. *PARENT TEACHER CO-OPERATION IN A BELFAST PRIMARY SCHOOL.*

MULVENNA, M.M. (1975)

The writer reviews research reports, case studies and union recommendations relating to parent teacher co-operation. An investigation was carried out using questionnaires completed by parents and teachers and an interview with the principal to examine the extent of parental involvement in a Belfast school.

308. *SOME SYSTEMS OF GUIDANCE AND COUNSELLING.*

MURPHY, S.P. (1975)

Following a review of current thinking on guidance and counselling, visits were made to schools, and meetings were arranged with the counsellors. Questionnaires were designed to find out if pupils used the counselling system, the nature of the problems they would discuss with a counsellor, the problems they would keep to themselves, and the effectiveness of counselling in their lives. Assessments were based on observations, discussions and answers to questionnaires.

309. *THE RENEWAL OF CATECHESIS: A HISTORICAL PERSPECTIVE*

O'REILLY, M.J. (1974)

This study seeks to relate the emphasis of the second Vatican Council on liturgical renewal to a developmental conception of the teaching of religion in schools.

310. *THE EFFECTS OF CIVIL DISTURBANCE ON A BELFAST SECONDARY SCHOOL*

QUINN, J.A. (1975)

This is a study of a school in a troubled area over the years 1969 to 1974 with special attention to difficulties encountered as a result of violent activity in the surrounding community. Historical and environmental factors were taken into account and a review of relevant psychological and educational literature is included. A detailed record of events during the study period is presented. The educational consequences upon the administration and facilities of the school, the pupils in their daily lives and in their work and implications for the teachers were analysed by drawing upon observation, interview and written submissions. Statistical data on attendance and pupil performance were presented and analysed. Two surveys were carried out, one for pupils and one for teachers.

311. *INTRODUCTION AND DEVELOPMENT OF FORMAL SUMMER ACTIVITY SCHEMES*

RUSSELL, R. (1973)

The dissertation traces the inauguration and extension of summer schemes throughout the Province. It is a summary of the experience of the organiser of one of the County Schemes during the years 1970-73. The organisation and major areas of difficulty encountered in the initial stages, how these were overcome, and the major areas of conflict which still exist, (i.e. staffing and pay, etc.) are outlined.

312. *A STUDY IN SCIENCE TEACHING*

SCOTT, A.L. (1974)

In this study the idea of science as a discipline was used to examine aspects of science teaching. These included the role of authority; the listing of unrelated facts; the advantages and disadvantages of practical work; the overloaded syllabus, and a discussion of the modern idea of activity. The three modes of representation are also examined. An experiment was designed to investigate the effect of the addition of diagrams (iconic material) to the printed word (symbolic material). It was concluded that for the majority of children considered, the iconic mode of representation was a helpful addition and produced better learning.

313. *IN SEARCH OF A READING SCHEME*

SMALL, H.R. (1973)

The study was undertaken in order to help with the formulation of a scheme for the teaching of reading in the writer's own school. An outline of the historical development of the following methods was given: (1) alphabetic, (2) phonic, and (3) look-and-say. Fundamental innovations (i.t.a. and Words in Colour) were considered. Linguistic approaches (Language Experience approach, Breakthrough to Literacy, the S.R.A. laboratories) were also examined. Some detailed research, undertaken by the author with a class working on the S.R.A. Laboratory, was reported. An analysis as to the nature of reading established the criteria for the reading scheme.

314. *PUPILS' RESPONSES TO POETRY IN THE SECONDARY SCHOOL*

STEELE, T.A. (1975)

A survey of the principles underlying the teaching of poetry as an element in the curriculum took the form of an investigation of the quality of the responses of first year, third year, and fifth year pupils in classes of comparable ability to questions on four poems of varying types. A test designed to reveal attitudes to school and leisure activities was given to the pupils who, in each of the classes, were judged to have given the best and the worst responses. The writer also examined whether pupils might respond differently to poetry in a group situation. The results of the investigations suggested that examples of the best in English poetry can be appreciated by secondary school pupils at differing levels of understanding suited to the stages of maturity which they have reached.

315. *RELIGIOUS EDUCATION IN THE NORTHERN IRELAND CONTROLLED PRIMARY SCHOOL*

STRINGER, E.M. (1975)

A study of the curriculum implications of religious education in the controlled primary school examines the requirements and problems arising from the present law, includes a description of religious teaching of three primary schools, and discusses the need for consideration and interrelation of aims, content, methods and evaluation.

316. *PROBLEMS OF GEOGRAPHY IN THE CURRICULUM*

STUART, J.J.C. (1974)

A study of curriculum implications of problems in geography teaching involving: (a) an examination of the distinction between aims and objectives in geography, and an analysis of the various aims and objectives which have been put forward for geography in schools; (b) a survey of certain aspects of the content component of the curriculum in geography, including an attempt to indicate the wide variety of techniques of teaching and learning in geography.

317. *AN APPLICATION OF THE WORK OF JEROME S. BRUNER IN CURRICULUM DEVELOPMENT TO THE FIELD OF RELIGIOUS EDUCATION*

TERRINS, D.I. (1973)

The central theme of the dissertation is that Bruner's hypothesis - that any subject can be taught to any child at any stage of his development providing the teacher goes about it the right way - can be applied to religion.

318. *MODERN DEVELOPMENTS IN THE TEACHING OF CLASSICS*

WALLACE, W.J. (1974)

The current situation in the teaching of classics is analysed, and the position is revealed as one of a serious decline in the numbers of those taking Latin and Greek in schools. However, ancient history is found to have slightly increased. The place of classics and the justification for its place in the curriculum is discussed. A descriptive approach is adopted in considering the newer Latin, Greek and ancient history courses.

319. *AN ATTEMPT TO DESIGN LEARNING OPPORTUNITIES TO MEET THE LANGUAGE NEEDS OF CHILDREN IN A BELFAST PRIMARY SCHOOL*

WATSON, M. (1973)

This dissertation considers in detail the catchment area of a Belfast primary school. The children in the area are considered to come from deprived homes. The growth of language and the possible effects of social deprivation are discussed. An approach to the problem is designed in which the situations inside and outside the school are taken into account during the development of the curriculum.

320. *TOWARDS A THEORY OF INSTRUCTION FOR ART TEACHING IN A RURAL SCHOOL*

WILSON, R. (1975)

This is a study of curriculum implications of art teaching in the rural primary school, involving a discussion of (a) art as a subject in its own right, and (b) as a subject integrated with the rest of the curriculum.

PART THREE

COLLEGES OF EDUCATION

ST. JOSEPH'S COLLEGE OF EDUCATION

A selected list of dissertations presented in partial fulfilment of the requirements of the degree of Bachelor of Education and the Certificate of Education.

321. Adams, G. (1975).

The role of second language teaching in the primary curriculum, with special reference to the opinions of local Belfast teachers.

322. Battisti, T. (1975).

An enquiry into the effects and influences of the civil disturbances upon Catholic school children in Belfast.

323. Bowman, P. (1972)

Play in education.

324. Boyle, M. (1973)

Implications of new educational ideas and curriculum development for the design of secondary intermediate schools in Northern Ireland.

325. Byrne, F. (1973)

An existentialist critique of counselling.

326. Campbell, M. (1972)

The anti-school.

327. Cassidy, G. (1973).

Leisure - A study of the problem in general, of trends in a particular area; and the implications of both for our educational system.

328. Cassidy, M. (1973)

Physical education and the curriculum.

329. Cassidy, M. (1974)
Teachers' Centres.

330. Collins, E.G. (1975)
Improving discipline through teacher-pupil interaction.

331. Cooper, A. (1975)
Early infantile autism.

332. Cox, J. (1973)
Physical education and curricula.

333. Cowley, M. F. (1973).
An examination of the concept of integration of education with particular reference to Northern Ireland.

334. Crilly, C. (1975)
A study of educational provisions for slow learning children in the voluntary primary schools in Co. Down.

335. Cushnahan, J. (1972)
The development of the student movement.

336. Dallat, M. (1975)
Why has there been a change in the '0' level mathematics syllabus over the last ten years and how has it affected the teaching of mathematics with particular reference to the type of text book being used ?

337. Denvir, M. (1974)
Parent-teacher co-operation in education.

338. Donaghy, J. (1973)
Staff utilization.

339. Fisher, C. (1973)
Mental imagery.

340. Glenn, C. (1975)

The role of the teacher: a discussion of a number of areas of potential role conflict in a modern industrialised urban setting.

341. Glover, N. (1974)

Community schools.

342. Gormley, M. (1974)

The quest for professional status.

343. Graham, J.M. (1973)

A study of giftedness, as defined in terms of intelligence test scores.

344. Heaney, D. (1973)

The educational implications of sociometry.

345. Hinds, G. (1974)

Lisnevin - the fifth training school in Northern Ireland.

346. Jamison, J. (1974)

The problem of Church and State education.

347. Kavanagh, T.V. (1974)

A sociological examination of freedom within the school: liberty, equality and fraternity.

348. Kearney, M. (1974)

An overview of Irish teaching in the North of Ireland today.

349. Keenan, M. (1974)

A study of ideologies in Irish education.

350. Kelly, B. (1975)

The social education of the adolescent.

351. Kelly, D. (1972)

The teacher - a social worker.

352. Kelly, M.J. (1974)

A survey of the factors influencing friendships (and dislikes) among junior school children in North Belfast and Rosetta.

353. Laverty, T. (1975)

A comparison of the educational systems of France and the Soviet Union with particular reference to primary and secondary schools and the ideologies surrounding them.

354. Laverty, E.F. (1974)

Teaching practice : an overview.

355. Lavery, F. (1975)

Some implications of the bilingual method for the teaching of Irish.

356. Lennon, G. (1974)

The school library - a power-house of the school.

357. Logue, R. (1973)

Approaches to the teaching of reading.

358. Loughran, F.M. (1972)

The self-ideal and education: a consideration of some notions of the self ideal.

359. Lynch, M.B. (1974)

The school and community relations.

360. Lyons, D.J. (1973)

Teachers' centres as a factor in educational innovation.

361. McCann, J. (1974)

The social adaptation of educationally subnormal children.

362. McCann, J.J. (1974)

Adolescence: a general consideration of adolescent development with particular reference to the factors associated with personal and social adjustment.

363. McCarron, P.J. (1974)

Careers guidance in Tyrone schools.

364. McConnell, F.J. (1974)

A Thomistic approach to the philosophical foundations of moral education.

365. McDermott, T.J. (1975)

The contribution of the influence of social class and selection procedures to inequality in primary education with particular reference to three primary schools in the Derry area.

366. McDonald, G.J. (1975)

Illegitimacy: the social, psychological and educational implications.

367. McGillicuddy, T.B. (1972)

Home and school relationship in a small Ulster town.

368. McGinn, C. (1975)

A consideration of mental subnormality and special care provision in Northern Ireland with particular reference to South Armagh.

369. McGinty, H.E. (1974)

The youth centre - a framework for community counselling?

370. McGlinchey, K. (1973)

Drug abuse, its effects and some of the implications for Northern Ireland.

371. McGrath, M.J. (1973)

Moral development - an inter-disciplinarian approach.

372. McIlhatton, A.A. (1974)

A critical study of the British system of non-vocational adult education with reference also to Northern Ireland.

373. McKenna, J. (1972)

Guidance and counselling in schools.

374. McKillop, J. (1975)

An evaluation of special schools and how they meet the needs of ESN children.

375. McLaughlin, J.F. (1974)

The implications for, and improvements in, secondary education brought about by the raising of the school leaving age.

376. McLister, G. (1973)

Role of the youth leader.

377. McMullan, J. (1975)

A study of the influence of personality on academic achievement.

378. McNally, E. (1973)

The education of itinerant children with reference to Northern Ireland.

379. McPhillips, P. (1973)

Raising of the school leaving age: a year to endure or a year to enjoy.

380. MacRory, A. (1975)

The importance of attitudes in education with specific reference to the drama teacher.

381. McQuaid, J.M. (1974)

The concept of community.

382. McWilliams, J.M. (1973)

The role of the primary school teacher.

383. Magee, G.J. (1974)

The science curriculum.

384. Mallon, G.I. (1973)

Designing a course of instruction to enable a class of ESN children to fulfil the objective of reading aloud the times shown on the test sheet.

385. Marshall, J.D. (1973)

Moral education: a view from the wings.

386. Mitchell, C.B. (1972)

The role of the teacher: its determinants and the implications.

387. Mooney, S. (1974)

The interaction of the role of head teacher, deputy head, assistant teacher, secretary and caretaker and possible conflict arising therefrom.

388. Myers, J.M. (1975).

Peer groups and their influence on the adolescent.

389. O'Dornan, E. (1973)

Guidance and counselling.

390. O'Neill, G. (1975)

The eleven-plus: an effective system of selection in the voluntary schools in South Down.

391. Ornellas De, J.B. (1975)

Comics and the poor reader.

392. Quinn, B. (1974)

ESN provision for children of primary school age in Tyrone.

393. Ryan, P.L. (1975)
The delinquescent subculture in secondary schools with particular emphasis on schools in the Newry area.

394. Sloane, J. (1973)
The gifted child.

395. Smyth, I.F. (1973)
Games and simulations in the classroom.

396. Toner, G.D. (1973)
The head as an administrator.

397. Treacy, P. (1973)
Carl Gustav Jung's theory of development and education.

398. Ward, C. (1972)
Youth culture and its implications for the English teacher.

399. Webb, A.G. (1975)
A priority objective for all schools is a commitment to the speech of their pupils.

400. Wilkinson, C.D. (1974)
An aspect of adult education with emphasis on mature students in colleges of education.

ST. MARY'S COLLEGE OF EDUCATION

A selected list of dissertations presented in partial fulfilment of the requirements of the degree of Bachelor of Education.

401. Banks, C.A. (1973)

The role of the youth tutor: an in-depth study of group workers in two Belfast schools.

402. Begley, M.T. (1975)

Drama in education with particular reference to the primary school.

403. Carragher, B. (1973)

Educational provision for the slow learner with special reference to the peripatetic remedial services in Northern Ireland.

404. Cassidy, A. (1975)

Music in the education of physically and mentally handicapped children.

405. Collins, M.A. (1973)

The relationship between the youth service and secondary school.

406. Curran, M.T. (1975)

The adaptation of traditional text-book material for the teaching of French.

407. Devlin, A. (1973)

A study of the effects of community environment on the ethos and concept of success in selected rural and urban secondary schools in County Tyrone.

408. Donaghy, A. (1975)

Reading in the lower primary schools.

409. Duffin, P. (1973)

Aggression, with special reference to children in Belfast.

410. Finn, N.L. (1973)

The itinerant child in our educational system.

411. Gallagher, B. (1975)

Counselling in secondary schools with special reference to the greater Derry area.

412. Gilmartin, E. (1974)

The role of the playgroup in two types of community.

413. Hanvey, F. (1973)

The adaptation of the school building to curriculum change in primary schools.

414. Hays, D.B. (1973)

The relevance of secondary school curricula with special reference to English.

415. Hill, P.B. (1975)

The use of project work in the 'O' level history classroom.

416. Kelly, B. (1973)

Aspects of the teaching of Irish in the Republic.

417. Kelly, T. (1973)

The left handed child - is he at a disadvantage?

418. Lewis, A. (1974)

Autonomy - A discussion of the concept with particular reference to its implications in education.

419. McCabe, A. (1974)

The organisation and functions of playgroups in Craigavon and Belfast.

420. McClosky, C. (1974)

Education and society in Northern Ireland and the German Democratic Republic: Involvement or disillusionment?

421. McCullagh, L. (1975)

School design - a backcloth to the curriculum.

422. McDonnell, M.E.C. (1975)

The Doman-Delacato treatment of brain injured children with reference to reading problems.

423. McEvoy, A. (1973)

Pragmatism in education: the philosophical and educational theory of John Dewey.

424. McGrogan, I.M. (1973)

Freedom and responsibility in the sixth form.

425. McIntyre, M.E. (1973)

Music therapy and its use with mentally handicapped children.

426. McKeague, C. (1974)

Is indoctrination inevitable in Religious Education?

427. McLaughlin, N. (1974)

The development of drama in education.

428. McLaughlin, P. (1974)

School organisation and curriculum provision in voluntary primary schools in the Lurgan area.

429. McShane, P. (1974)

Remedial reading: a descriptive analysis of the provision in schools for backwardness in reading with special reference to a number of primary schools in the Strabane and Derry area.

430. Melville, M. (1973)

The role of the computer in school.

431. Miskelly, F.C. (1975)

A comparison between the role of the teacher in rural and urban areas.

432. Mullan, P. (1975)

A small scale study of the ROSLA curriculum in a rural secondary school.

433. Murphy, M.M. (1973)

Teachers' expectations: causes and effects.

434. O'Halloran, S. (1975)

The raising of the school leaving age: the reasons behind the legislation: A study of how one school coped, and some curriculum considerations.

435. O'Halloran, S. (1975)

Glove puppetry in the classroom.

436. Rainey, A.T. (1973)

Simulation in the classroom.

437. Rainey, A.T. (1973)

Careers guidance and the young school leaver in Northern Ireland today, with special reference to South Derry.

438. Ward, M. (1973)

Problems of adjustment for the coloured immigrant child, and the implications for the educational system in Britain.

439. Watters, S. (1973)

The raising of the school leaving age and educational technology.

440. Watton, T. (1975)

Educational gaming - A game designed on the Ulster plantation for the purpose of measuring how valuable games may be as a teaching method.

441. Williams, S. (1974)

The social class factor in relation to the provision of secondary education, including the present day controversy of the reality of educational deprivation.

STRANMILLIS COLLEGE OF EDUCATION

A selected list of dissertations presented in partial fulfilment of the requirements for the degree of Bachelor of Education.

442. Allen, R.E.M. (1974)
School attendance and truancy.

443. Atchison, S.E. (1974)
Television in education.

444. Bingham, S.M. (1974)
Language, speech and the partially hearing child.

445. Blair, F.A. (1975)
An examination of some of the problems underlying the teaching of reading in the junior school.

446. Blair, S.E. (1975)
Teaching infants reading skills.

447. Campbell, A.E.M.A. (1975)
A critical appraisal of the views of D.H. Hargreaves on discipline.

448. Chapman, A. (1974)
Why do children fail to learn to read?

449. Clarke, I. (1974)
Selection at 11+.

450. Clarke, P.M. (1974)

Creativity and its facilitation in the classroom.

451. Coghlan, B.W. (1974)

Developments in the design of secondary schools in Northern Ireland since 1947.

452. Colbert, M.E.A. (1975)

Some problems of Negro education in the United States.

453. Cusack, S.D. (1975)

The vocational aspect of higher education.

454. Davis, M. (1975)

The relationship between language and cognition: a review of some of the main research work carried out in this field.

455. Dickson, L.J. (1974)

A discussion of the concept of creativity and the implications for education.

456. Dougan, J. (1974)

Backward readers in the ordinary school.

457. Ellison, L. (1974)

The role of the teacher in the teaching-learning situation.

458. Erwin, J.T. (1974)

Programmed learning in education.

459. Ferguson, A. (1974)

Geography fieldwork: a) its advantages and disadvantages; b) its progress in selected areas of Northern Ireland.

460. Gordon, J. (1975)

The relationship between personality dimensions and achievement.

461. Green, S. (1975)

A study of the interaction between school and neighbourhood in an inner-city junior school.

462. Hassard, J.R. (1975)

The educational and administrative functions of the head teacher in the secondary school.

463. Horrocks, G. (1975)

Appropriate leadership styles for the teacher.

464. Hughes, F.J. (1974)

Influences upon delinquency.

465. Humber, L.J. (1975)

A consideration of subject-centred teaching.

466. Hutton, S. (1974)

An examination of the penal system in Northern Ireland with particular regard to juvenile delinquency.

467. Jamison, I.J.B. (1975)

An investigation into theoretical and practical aspects of vocational guidance.

468. Johnston, A.J. (1974)

The raising of the school leaving age.

469. Lennox, J. (1975)

The teaching of English to children of lower ability in the secondary school age range of eleven to sixteen.

470. Mahon, L. (1975)

Reading and the ESN child.

471. Maltman, D. (1974)

The educational provisions for slow learning children.

472. Martin, K.M. (1975)

The role of the principal in the primary schools.

473. McBurney, D. (1975)

An examination of the relationship that may exist among certain variables and the results obtained by pupils in one grammar school in a Northern Ireland GCE examination.

474. McBurney, V.M. (1975)

The reading of primary six children outside school.

475. McClean, T.J. (1975)

The system of National Education in Ireland: a brave attempt at mixed education.

476. McIlvenny, H. (1975)

A discussion of some aspects of music in the primary school.

477. McKee, A.J. (1974)

The teaching of history: its psychological aspects and its place in the curriculum.

478. McKee, E.R. (1973)

A survey of the religious attitudes of first year students at a college of education.

479. McLaughlin, J. (1975)

Personality and the athlete.

480. Michael, C.D. (1974)

Issues in school counselling.

481. Patterson, S.W. (1975)

Religious attitudes of first year students.

482. Redpath, M.E. (1975)

The development of mathematical concepts in young children.

483. Reilly, S.G. (1974)

The identification and teaching of dyslexic children.

484. Robinson, J.A.G. (1974)

A critical evaluation of the importance and value of fieldwork in geography as part of the curriculum of secondary schools.

485. Robinson, L. (1974)

The Dickson Plan.

486. Scott, E. (1974)

The disabilities in visual perception of ESN children, with particular reference to reading: a review of some literature.

487. Shilliday, M.E. (1975)

The trend towards comprehensive education in Northern Ireland.

488. Shilliday, W.W. (1975)

Denominationalism and its influence upon the National System of Education in Ireland 1831-1921.

489. Simms, A. (1974)

Is the school a contributory factor in the production of delinquent careers?

490. Sloan, T. (1974)

A study of educational technology and its implications in the secondary school curriculum.

491. Smyth, B. (1975)

Who'll mind the baby? A review of some methods of early child care.

492. Snowden, E.A. (1974)

Social class and other factors influencing academic achievement.

493. Stewart, A.M. (1975)

An examination of the formation, development and aims of Teachers' Centres in Northern Ireland.

494. Surgenor, M.Q. (1975)

The relationship between discipline and punishment in the primary school.

495. Thompson, C. (1975)

Reading failure: its causes and treatment.

496. Totten, J. (1975)

An evaluation of the Ladybird Key Words reading scheme.

497. Waters, P.H. (1974)

An examination of the language laboratory in the teaching of modern languages in schools.

498. Webb, H.E. (1974)

Date of birth as a major factor in underachievement.

PART FOUR

OTHER INSTITUTIONS

GLASGOW UNIVERSITY - DEPARTMENT OF EDUCATION

Summary of thesis presented in fulfilment of the requirement for the degree of Doctor of Philosophy.

499. *SOME PHILOSOPHICAL ASPECTS OF CURRICULUM CONSTRUCTION WITH SPECIAL REFERENCE TO THE TEACHING OF HISTORY.*

ROGERS, P.J. (1975)

This work is concerned with the question of curriculum design With some modifications it accepts the arguments of P.H. Hirst and seeks to analyse what is involved in teaching the "forms of knowledge". It does this first by a general discussion and then in more depth by taking one discipline (history) and seeking to show how epistemological analysis should be decisive for teaching, and the radical changes in teaching which it entails. Some of the key arguments are then subjected to empirical test.

MANCHESTER UNIVERSITY - DEPARTMENT OF EDUCATION

Summary of thesis presented in part fulfilment of the requirements for the degree of Master of Education.

500. *INFLUENCES ON THE EDUCATIONAL ACHIEVEMENT OF PUPILS IN A SCHOOL FOR THE DEAF.*

DWYER, E.P. (1974)

Pupils, aged 9 to 16+ years, in a school for the deaf in Northern Ireland, were allocated by teachers' ratings to one of two groups: one achieving at average or above in all-round educational achievement (i.e. based on the school norms); the other achieving at a below-average level. There were 28 subjects in each group.

Reading tests, a comprehension test, and a vocabulary test (in spoken, written and finger-spelling form) were administered. Ratings on A Children's Behaviour Questionnaire were obtained, and WISC-Performance scores and background information on social class, size of family, etc., were collected from school records.

Results demonstrated conclusively the superiority of the higher achieving group in all verbal tests and in WISC-P scores, confirming the accuracy of teachers' ratings. Also evident was the restriction of the groups to the lexical domain of language skills except at a very elementary level of knowledge of the patterns of language structure. The low levels of achievement may be accounted for by the extremely high proportion of category 5 social class children in each group (43 per cent). It was also found that membership of the lower achieving group was associated with scores indicating possible maladjustment. Within-group comparisons showed that age was an important factor for the 'low' group, and that girls in this group, in spite of showing a high incidence of possible maladjustment, were superior, at a statistically significant level, to boys in most verbal tests, possibly because of a mean age advantage.

PART FIVE

PUBLISHED RESEARCH

Selected abstracts of research articles and books concerning education in Northern Ireland or published by authors resident in the area.

501. AKENSON, D.H. (1973)

Education and Enmity: The control of schooling in Northern Ireland 1920-50.
Newton Abbot; David and Charles.

The author describes the development of education between 1920 and 1950 and uses the 1930's controversy over clerical representation on the Stranmillis College management board as a case-in-point illustrating his theme of self encapsulated educational systems demarcated on religious grounds.

502. AUSTIN, S. (1975)

To be called stupid: an experimental approach to the education of non-examination pupils in four Belfast Secondary Schools.
Belfast; Schools Curriculum Project.

A report of the summative evaluation of the Group Workers Scheme carried out in four Belfast secondary intermediate schools in the school year 1972-73.

503. BAMBER, J.M. (1973)

The junior P.E.N. Inventory in Ireland.
Irish Journal of Psychology, 2,1,1-8.

The Junior P.E.N. Inventory was administered to 341 adolescents in the 14/15 year age range, drawn from six grammar schools and five secondary intermediate schools in Northern Ireland. Means comparable with the Junior E.P.I. norms were found for all groups, with the exception of grammar school girls on the E dimension. On the N dimension, grammar school boys and girls had means comparable to Junior E.P.I. norms but those for secondary intermediate boys and girls were significantly higher. On the P dimension, distinct profiles for grammar school girls and grammar/secondary boys emerged. Implications of these results are discussed in the light of other findings in the literature.

504. BAMBER, J.H. (1973)

Adolescent marginality - a further study.
Genetic Psychology Monographs, 88, 3-21.

The study sought to investigate Lewin's treatment of the adolescent as a marginal man, using a sample of 420 subjects in the 14/15 year age range and a sample of 34 subjects with a mean age of 23 years. It was found that: the adolescent subjects tended to distinguish two developmental worlds, with childhood and adolescence overlapping slightly and considerable overlap between adolescence and adulthood. On the other hand, adult subjects tended to distinguish three developmental worlds, with more overlap between childhood and adolescence than between adolescence and adulthood; adolescent subjects found adolescence and adulthood more attractive than childhood, while adult subjects were more attracted to childhood and adulthood and failed to find adolescence attractive; the majority of adolescent subjects did not display marginal personalities as measured by questionnaire, but grammar school girls were outstanding in their display of high scores and marginal personalities. The implications of the various findings were discussed. It was concluded that Lewin's theory of the adolescent as a marginal man is an over-simplification which ignores varying social situations.

505. BAMBER, J.H. (1974)

The fears of adolescents.
Journal of Genetic Psychology, 125, 127-140.

The study investigated the self-reported fears (utilizing the Wolpe-Lazarus Fear Survey Schedule) and some personality characteristics (utilizing the Junior Eysenck Personality Inventory) of a sample of 1112 adolescents ranging in age between 12 and 18 years, and attending grammar and secondary schools in Northern Ireland. Analysis of the results indicated that there are considerable sex differences and to a lesser extent differences between intellectual, socioeconomic, and age groups. Comparisons are made with other relevant studies, and possible explanations are discussed.

506. BAMBER, J.M. (1975)

What happens in the large group?
Group Analysis, 8,1, 10-13.

The article describes the first and last sessions of the large group experience which was the central theme and activity of the Third European Symposium on Group Analysis held in Amsterdam, September 1974. The author describes the sessions in relation to the problem of communication within the large group. He concludes that the problem of communication and the progressive increase in the range of shared communication within a large group can be viewed in terms of the slow mastery of a common language between group members. The initial slow progress of communication within large groups implies that 'group language' learning requires time, the presence of a facilitating environment, and a linguistic tradition.

507. BILL, J.M. (1973)

A methodological study of the interview and questionnaire approach to information gathering.
Research in Education, 9, 25-42.

A report of an experimental investigation into the use of a self-completion questionnaire and an interview schedule in collecting information from a representative group of 14-15-year olds. The author found that the group questionnaire was an appropriate instrument for surveying the attitudes, opinions and interests of 15-year-olds of varying levels of ability.

508. BILL, J.M., TREW, K.J. and WILSON, J.A. (1974)

Early Leaving in Northern Ireland.
Belfast: Northern Ireland Council for Educational Research.

The enquiry, which was carried out in the year preceding RoSLA, aimed to identify and measure the major concomitants of early leaving, voluntary staying or transfer to technical college among 15-year-olds. It compared teachers, parents and pupils in their perceptions of the aims of education and the interests of adolescents. It examined teachers' opinions of RoSLA. It also included an experimental comparison of the predictive efficiency of the group-completion questionnaire and the individual interview, under structured and semi-structured conditions as methods of information gathering.

509. BILL, J.M. (1974)

Environmental stress and educational outcomes.
The Northern Teacher, Special Issue No. 1. Children under stress, 32-35.

An analysis of the relationship between a set of family 'stress' factors and certain educational outcomes for a sample of 292 15-year-old boys and girls from Northern Ireland secondary schools was carried out. Among the 'stress' factors the single variable which stood out most consistently was overcrowding in the home.

510. BROWN, G.A. (1975)

Some Case Studies of Teacher Preparation.
British Journal of Teacher Education, 1, 71-85.

Four case studies are presented. These are concerned with the effects on teaching behaviour of course content, school experience, concurrent and consecutive training, feedback and training in interaction analysis.

511. BROWN, G.A. (1975)

A note on concurrent and consecutive courses in Britain.
Research in Education, 14, 49-54.

The reported study examined the performance in classrooms of concurrent honours degree students and consecutively trained post-graduate Certificate of Education students at the New University of Ulster.

512. BROWN, G.A. (1975)

Microteaching: programme of teaching skills.
London: Methuen.

513. BURRELL, J.G. (1975)

The School Tour.
The Northern Teacher, 11, 4, 28-33.

A summary of an investigation carried out by the author into school travel, including a report of a survey among comprehensive-type schools in England and Northern Ireland and a detailed study of the teachers and pupils in one post-primary school.

514. CAIRNS, E. and HARBINSON, J.I. (1975)

Impulsivity, self-report and performance measures.
British Journal of Educational Psychology, 45, 327-329.

A sample of 98 boys aged 11-12 years completed the Junior Eysenck Personality Inventory and were individually administered Kagan's Matching Familiar Figures test of reflection/impulsivity. Four groups were formed on the basis of median splits on two indices of impulsivity. A two-way analysis of variance was carried out against Eysenck's personality dimensions and an additional impulsivity factor derived from the same inventory. The fact that no main effects or interactions were obtained for any self-report measure was discussed with reference to other failures to validate the JEPI.

515. DARBY, J. (1974)

Divisiveness in Education.
The Northern Teacher. Special Issue No. 1: Children under stress, 3-12.

The author examines the association of sex, class and religion with educational opportunity in Northern Ireland.

516. DARBY, J. (1974)

History in the schools: a review article.
Community Forum, 2, 37-42.

The author critically reviews the Irish history textbooks and project material which have been published since 1969.

517. EATON, M.J. and HOUGHTON, D.M. (1974)

The attitudes of persistent teenage absentees and regular attenders towards school and home.
The Irish Journal of Psychology, 2, 3, 159-175.

A questionnaire sampled the attitudes towards home and school of 120 teenage, persistent absentees. Their attitudes were compared with those of a matched group of regular attenders. The needs of the two groups at home and school were found to be similar. There was a trend for the persistent absentees to be less satisfied that these needs were met, although only among the older grammar school boys were such differences between absentees and regular attenders consistently significant. Persistent absence was found to be linked more with the adolescents' belief that school failed to meet their emotional needs than with any attitudes towards home. In cases of persistent absence in teenagers, it is recommended that features of school should be considered carefully before attributing such behaviour to a pathological disorder.

518. FEE, F. (1974)

An analysis of two diagnostic tests - the Frostig and the I.T.P.A.
The Irish Journal of Psychology, 2, 3, 176-182.

Data presented by the respective authors of the Frostig DTVP (Developmental Test of Visual Perception) and the ITPA (Illinois Test of Psycholinguistic Abilities) were factor analysed by a method described by Fee (1973). The results indicate that while the structure of the DTVP conforms to the claims of its authors this cannot be said of the ITPA.

519. FRASER, M. (1973)

Children in Conflict.
Secker and Warburg.

A description of children in a conflict situation and a review of research on the topic.

520. FULTON, J.F. (1973)

Attitudes of school counsellors to some counselling issues.
British Journal of Guidance and Counselling, 1, 2, 80-90.

A questionnaire was constructed to ascertain the attitudes of school counsellors to guidance issues. 16 school counsellors in an urban area in the Midlands were asked to complete the questionnaire. The results show a wide area of agreement among the counsellors, particularly on issues concerned with practical and professional matters. Differences of opinion occurred with respect to some of the other issues, including those concerned with the relationship of guidance and counselling to society. Possible implications of this lack of unanimity are discussed.

521. FULTON, J.F. (1975)

A note on the work of school counsellors.
The Northern Teacher, 12, 1, 30-32.

A report of a survey among 21 counsellors in grammar and secondary schools in Northern Ireland. The counsellors completed a record-sheet during five weeks of the school year. The information was analysed to illustrate the number and type of interviews undertaken, the time spent during and after school hours on guidance activities and the agencies outside schools which the counsellors contacted in the course of their work.

522. GREER, J. (1972)

A questioning generation.
Belfast: The Northern Ireland Committee of the Church of Ireland Board of Education.

A report on sixth form pupils' attitudes to religion and a comparison with sixth form attitudes in English schools and with the parents of the children concerned.

523. GREER, J.E. (1973)

Teachers and religious education.
Belfast: Religious Education Council.

The study was carried out to investigate teachers' attitudes, opinions and practices in relation to religious education. In particular teachers' attitudes to integration of the primary curriculum and the problems this raises for the teaching of religion were studied.

524. GREER, J.E. and BROWN, G.A. (1973)

The effects of new approaches to religious education in the primary school.
Journal of curriculum studies, 5, 11, 73-78.

The investigation was carried out in nine primary schools. In each school, one class following the West Riding Agreed Syllabus (a thematic approach to religious education) was matched with one class following the Northern Ireland Syllabus (a traditional approach). A questionnaire was designed to determine children's school subject preferences, their spontaneous affective response to the Bible, and their attitude to different activities carried on in Religious Education classes.

525. HOUGHTON, D.M. and MORGAN, V. (1974)

Children's reasoning about their environment.
Journal of Geography, 73, 5, 5-10.

109 children between 6 and 7 years were presented with twelve cards depicting black ink sketches of everyday scenes. There were equal numbers of orange, green, and yellow coloured cards, arranged so that a colour-matching response did not fortuitously constitute a functional or abstract group. The tasks were to group the cards, to explain the responses given, and to discover, by questioning the experimenter, the card being thought about. Children were able to structure objects into perceptual, functional and abstract groups but significantly preferred functional grouping. An hypothesis-scanning technique predominated in their questioning.

526. HOY, E.A. (1975)

Measurement of egocentricism in children's communication.
Developmental Psychology, 11, 3, 392.

The author suggests that children's communications should be represented by a transactional model where communication success depends on a complex interaction of spectator, listener and situational attributes. An experimental study is reported in which varying listener and situational characteristics altered the amount of listener-appropriate behaviour observed in children's dyadic interaction, and therefore the percentage of speech classified as egocentric.

527. JAHODA, G. and HARRISON, S. (1975)

Belfast children: some effects of conflict environment.
Irish Journal of Psychology, 3, 1, 1-19.

A sample of boys aged 6 and 10, and divided equally into Catholics and Protestants was drawn from two schools in 'troubled' Belfast areas; a comparable control sample was obtained in Edinburgh. The children were given a series of four game-like tasks, half of which were devised to tap social attitudes and the remainder more general cognitive functioning. The results clearly bring out some of the effects of a climate of hostility and violence on the development of Belfast children; their special ethnocentrism was high from an early age, and it would seem that more remote cognitive processes were also affected. Some of the theoretical implications of the findings are discussed.

528. LYONS, M.A. and POTTER, P.E. (1970)

Communicated hysteria - an episode in a secondary school.
Journal of the Irish Medical Association, 63, 400.

An episode of communicated hysteria in a secondary coeducational school was described. One case was reported in some detail. A comparison was made with outbursts in other schools and institutions. Certain practical suggestions were made regarding the management of such an outbreak of hysteria.

529. McALEESE, W.R. and UNWIN, D. (1973)

A bibliography of microteaching.
Programmed learning and educational technology, 10, 1, 40-54.

530. McGUFFIN, S.J. (1973)

Pupils' opinions on the School Council integrated science project.
Education in Science, 55, 24-27.

531. McGUFFIN, S.J. (1974)

Recent developments in post-primary science teaching in Northern Ireland schools.
Northern Teacher, 11, 2, 31-36.

A discussion of the changes in science teaching in secondary and grammar schools since 1957, including developments in the curriculum, staffing, teacher training and facilities for teaching science.

532. McGUFFIN, S.J. (1975)

Health Education in post-primary schools: A survey of current practice.
Belfast: Stranmillis College. in Mimeo.

A report of a survey carried out among grammar and secondary-intermediate schools.

533. McKEOWN, M. (1974)

Civil unrest: Secondary Schools' survey.
The Northern Teacher. Special Issue No. 1. Children under stress, 39-42.

A report of a survey among 159 post-primary schools in Northern Ireland designed to investigate the extent to which civil unrest has affected the following four main areas of school life: administrative problems (e.g. staffing, enrolment, school transport); performance levels, curriculum and standards, (e.g. attendance, truancy, punctuality); external difficulties (e.g. harassment of pupils) and pupils' attitudes to authority, discipline, and the use of violence, indulgence in vandalism and use of unacceptable language.

534. McNALLY, N. (1974)

Exactly 50 years. The Belfast Education Authority and its work (1923-73).
Belfast: Blackstaff Press.

A detailed chronology of educational developments in Belfast and the work of the Belfast Education Authority from 1923-1973, when it was succeeded by the Belfast Education and Library Board.

535. McWHIRTER, E.P. (1974)

The psychology syllabus in interpersonal professional courses.
Bulletin of the British Psychological Society, 27, 493-496.

The paper analyses the aims, objectives and content of the psychology element in the published syllabus of five interpersonal professional courses in the social and health sciences.

536. NICHOLLS, M. and NICHOLLS, A. (1975)

Creative Teaching.
Allen and Unwin.

All teachers and schools are seen as having unique curricular problems to solve which require unique answers. The book probes the various factors, both theoretical and practical, which a teacher may take into account when he tries to fit his teaching to the particular pupils for whom he is responsible.

537. PARRY, G. and GIBBS, I. (1974)

A bibliography of supervision.
Programmed Learning and Educational Technology, 11, 2, 97-112.

538. REA, D. (1967-68)

A discussion of social class background with special reference to students at Queen's University, Belfast.
Journal of the Statistical and Social Inquiry Society of Ireland, 21, 4, 152-173.

A 1964 survey is reported of a sample of 403 undergraduates in the faculties of Arts, Economics and Law, Dentistry and Science at Queen's University.

539. ROBINSON, A. (1971)

Education and conflict in Northern Ireland.
New Era, 1.

A report of a survey which was carried out among 1000 seven to fifteen-year-old pupils in primary and secondary schools in the City of Londonderry. The questionnaire was designed to provide data on the national and local consciousness of the pupils sampled.

540. RUSSELL, J. (1974)

The Sources of Conflict.
The Northern Teacher, 2, 3, 3-11.

A report of a survey among 3,000 8-15-year-old schoolboys in 40 schools in Northern Ireland. The content of the questionnaire included affect towards government; assumptions about the nature of the government and how such assumptions should be achieved.

541. SPELMAN, B.J. (1975)

Developments in Post-Primary Education in Northern Ireland: A Research Perspective.
The Northern Teacher, 2, 4, 3-8.

The major influences on the emergence of various forms of secondary education in Northern Ireland since 1922 are presented in historical and developmental perspective. Key studies relevant to issues such as the growth of denominationalism and abstentionism within the system are examined as providing a context for current educational debate on issues such as integrated schools and comprehensive education. Research related to the introduction and monitoring of the selection procedure, and to the social class correlates of educational opportunity are reviewed in the light of the gradual emergence of forms of comprehensive education in the Province. Discrepancies between the 1947 Act and its British counterpart, the Butler Act 1944, are also noted in relation to their respective tolerance of experimentation with differing forms of secondary education. A research perspective is appended, in conclusion, which suggests the necessity for research into schools as complex organisations, with particular reference to their roles as agents of social control and cultural transmission.

542. SPELMAN, B.J. and St.JOHN-BROOKS, C. (1972)

Microteaching and Teacher Education: a critical re-appraisal.
Irish Journal of Education, 6, 2, 73-93.

Microteaching has been suggested as a partial answer to the question 'What is teacher effectiveness?', particularly in the context of teacher education. The theoretical basis of microteaching is examined, and the implications of its present behaviourist position for teacher education are discussed. The suitability of microteaching as a paradigm for a teaching theory is questioned, and it is concluded that as long as microteaching continues to take its main impetus from theories such as task analysis and operant conditioning, so long will it remain an unnecessarily limited response to the problems of teacher education.

543. STARR, J.W. and NICHOLL, C. (1975)

Creativity and achievement in Nuffield physics.
British Journal of Educational Psychology, 45, 322-366.

Tests of creativity, intelligence and attitudes towards science were administered to a group of 110 pupils who were also candidates for the Nuffield Ordinary Level Physics examination. No support was found for the hypothesis that creativity would be related to performance in Nuffield physics, of which the most important correlate was general intelligence. Verbal and figural creativity emerged as separate factors and verbal creativity was found to be weakly related to verbal intelligence.

544. St.JOHN-BROOKS, C. and SPELMAN, B.J. (1973)

Microteaching.
Trends in Education, 31, 14-19.

A concise description of the operation of a microteaching unit in a teacher training context is provided. The advantages of microteaching techniques in terms of economy of time, structure and teaching skills are discussed. Particular reference is made to the Stanford Component Skills approach to effective teaching and some reservations are expressed concerning the unprecedented degree of control exercised by microteaching over the teacher training process and the criteria which the technique employs in assessing teacher effectiveness.

545. St. LEGER, F.Y. (1974)

Occupational aspirations and ed[illegible]ion in the Coleraine 'triangle' area of Northern Ireland.
Social Studies, 3, 4, 410-43.

A sample of 225 families with secondary school children was chosen via the electoral roll, and one parent and one child were interviewed in each case. The results showed that both occupational and educational aspiration were higher than expected, and that the correlation between occupational status of father and job aspired to by child was low. Type of school attended influenced upward aspiration in the case of grammar schools, and downward aspiration for non-selective secondary schools.

546. WILSON, J.A. (1973)

Reading Standards in Northern Ireland.
Belfast: Northern Ireland Council for Educational Research.

A test of reading comprehension, NS6, was administered to a representative sample of 11-year-olds in primary schools and 15-year-olds in secondary and grammar schools. The mean scores obtained by boys and girls were closely comparable within each age-group, though the variability of reading performance was greater for boys, particularly at age 11. Overlap in the range and frequency of reading scores obtained by 11- and 15-year-olds exceeded fifty per cent. Overlap between grammar and secondary school pupils was close on forty per cent. At age 11 Northern Ireland girls compared very closely with their English counterparts. Northern Ireland boys compared less favourably with English boys, largely because of a greater incidence of poor readers among the former. At age 15 the comparative pattern for boys remained unchanged whereas Northern Ireland girls were significantly behind English girls. The poorer comparative performance of Northern Ireland girls at age 15 was the least expected finding of the survey. Some fourteen per cent of Northern Ireland 11-year-old boys and some seven per cent of girls were reading below the level estimated for English 7-year-olds. On the same criterion some two per cent of Northern Ireland 15-year-old boys and one and a half per cent of girls could be described as illiterate.

547. WILSON, J.A. (1973)

The comparative evaluation of pupil achievement in Northern Ireland primary schools: twenty-five years of findings and issues.
The Irish Journal of Education, 7, 2, 102-116.

Evidence available over a period of twenty-five years on the comparative ability and attainment of pupils in Northern Ireland schools is reviewed. A persistent finding was that of a high arithmetic-low English disparity peculiar to Northern Ireland pupils. Two main reasons were advanced in explanation of this phenomenon: poor home background and an undue emphasis in schools on practice in the mechanics of English at the expense of its use and comprehension. These reasons are examined in the light of contemporary and more recent evidence.

548. WILSON, J.A. (1973)

Adjustment in the classroom.1.Teachers' ratings of deviant behaviour.
Research in Education, 10, 26-35.

Teacher ratings of deviant pupil behaviour were cluster and factor analysed. Both methods gave patterns of behaviour which, though differing for boys and girls, confirmed that aggressive and withdrawing behaviour were dominant patterns.

549. WILSON, J.A. (1974)

Adjustment in the classroom. 2. Patterns of adaptation.
Research in Education, 11, 17-29.

Patterns of adaptive behaviour, as revealed in teacher-, peer- and pupil self-ratings, with educational, socio-familial, school and teacher variables, showed that classroom adjustment is a function both of educational achievement and of differing expectations for boys and girls on the part of teachers and fellow-pupils. Boys showed a clear distinction between educational and social adjustment. Girls, on the other hand, showed a distinction between adjustment as perceived by teachers and pupils, and adjustment as self-perceived. It was concluded that in these two differences the classroom may be reflecting prevalent attitudes to sex roles in society at large.

550. WILSON, J.A. (1974)

Canonical relationships between environment and education.
The Irish Journal of Psychology, 2, 129-147.

Canonical correlation analysis was applied to environmental and educational variables for each of four samples: 7-year-old boys, 7-year-old girls, 10-year-old boys and 10-year-old girls. The hypothesis was confirmed that the environmental-educational relationship is complex, but more so for 7-year-olds than for 10-year-olds. The nature of the relationship was inferred from an examination of the correlations of the original variable with the canonical variates. In addition to a 'general' environmental-educational relationship for each sample, environmental relationships were found for brightness, backwardness, ratings, ability-attainment disparities and test-rating disparities. The findings corroborated those of the previously reported factor analysis, and provided further evidence of a non-linear multi-variate relationship between environment and education.

551. WILSON, J.A. (1975)

Developmental and Social Interaction in Categories of Word-definition.
British Journal of Educational Psychology, 45, 268-278.

Responses to the Terman-Merrill Vocabulary Test, Form L-M, of 100 children at each of five age-levels from 6 to 14 years in a judgement sample of 65 Northern Ireland schools were scored for 10 categories of definition. Factor analysis confirmed that two categories, Synonym and Explanation, might be combined as Abstract responses. Ordered stepwise regression confirmed the significance, as hypothesised, of age, occupation and joint age-by-occupation effects, in that order, for Abstract and Total responses. However, the joint effect was greater for Abstract responses, and showed that children of non-manual fathers differ progressively with age from children of manual fathers in the number of abstract-type definitions given.

552. WILSON, J.A. (1975)

Incidence and reading standards of hearing-impaired pupils of secondary school age.
Belfast: Northern Ireland Council for Educational Research.

The reported survey aimed to establish the incidence of pupils identified as hearing impaired in the four year age-range 12 to 16; to survey the reading standards of those pupils ascertained as partially hearing, and to estimate the reading levels of these pupils by reference to the reading levels of 11- and 15-year-olds in the 1972 Northern Ireland Reading Survey.

553. WILSON, J.A. and TREW, K.J. (1975)

The Educational Priority School.
British Journal of Educational Psychology, 45, 10-19.

The study was designed to establish, on a regional basis, the validity of a set of measures of social handicap as predictive of educational backwardness and to identify the characteristics of those schools which are most effectively compensatory in adverse social conditions. Backwardness was defined in relation to scores on standardised intellectual tests for 7-year-old and 10-year-old children attending 115 Northern Ireland primary schools. The proportion of backwardness was then predicted from thirteen demographic variables, commonly used in describing educational priority areas, by the application of step-wise multiple regression analysis. Parental unemployment and the occupational status of the school neighbourhood emerged as the strongest pointers to educational backwardness. The social variables predicted backwardness least accurately in smaller less well equipped and rural schools. The schools which were most effectively compensatory tended to be urban, to have less physically adequate classrooms, female principals, and a higher proportion of graduate-trained teachers.

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